DOCUMENT RESUME

ED 078 297 AC 014 490

AUTHOR	Wedemeyer, C. A.; And Others
TITLE	Evaluation of Extension at the Haile Sellassie I University, Addis Ababa.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO	Ser-No-2838-RMO-RD-EHT
PUB DATE	Jan 73
NOTE	81p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Developing Nations; *Extension Education; Organization; Program Descriptions; *Program Evaluation; Research Needs; *University Extension
IDENTIFIERS	Ethiopia; *Haile Sellassie University

ABSTRACT

An evaluation of extension education at Haile Sellassie University is presented. It includes the following focal points: (1) extension development, (2) present extension services, (3) the need for a new concept of university extension, (4) extension in a developing country, (5) recommendations, and (6) future research. (CK)

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Evaluation of Extension at the Haile Sellassie I University, Addis Ababa

July - August 1972

by C. A. Wedemeyer
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Serial No. 2838/RMO.RD/EHT
Paris, January 1973

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ACKNOWLEDGEMENT

The Mission acknowledges with gratitude the facilities offered by the authorities of the Imperial Ethiopian Government and of the Haile Sellassie I University. It expresses its appreciation of the warm welcome with which it was received; and it wishes to record its thankfulness for all the assistance it obtained during its work and stay in Ethiopia from various officials, academics, individuals and institutions. The Mission also benefitted from the support of the UNESCO National Commission, the UNESCO Representative in Ethiopia and Office of the United Nations Development Program in Ethiopia.

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CHAPTER 1. INTRODUCTION

A. Background to the Mission

1.1. For some time now, authorities of the Imperial Ethiopian Government, notably in the Ministry of Education as well as those concerned with the development of the Haile Sellassie I University (hereinafter called "HSI University"), have been conscious of the inadequacy of the present educational system to meet the social and economic needs of a largely rural/agricultural society; they have also questioned if it provided reasonable equality of educational opportunity to all groups in Ethiopian society. Evidence has shown that education has provided for a very restricted group, has prepared people for a narrow range of occupations, has been expensive and has not always been relevant. Moreover, the high drop-out rates in lower primary school classes, the low percentage of girls among pupils, the high percentage of unqualified teachers in primary schools and the language problem have also characterized the educational system.

1.2. Nevertheless the development of the Ethiopian educational system has been marked by a spirit of constructive dissatisfaction and quest for continuing improvement. A long term planning committee was established in 1955 which prepared the report, "A Ten Year Plan for the Controlled Expansion of Ethiopian Education". In 1966 a committee was appointed by the Council of Ministers to report on the operation of the educational system. The last few years have witnessed a critical debate among educators, parents and government officials, which has been manifested also in student demands, often echoed by parents.

1.3. As regards the objectives of the higher education system, and the development of the HSI University, it may be pertinent to quote His Imperial Majesty, who stated in his address on the occasion of the first convocation of the University that "the immediate and practical aim of this institution obviously is to educate the Ethiopian youth and to prepare them to serve their country. Although such education may be technical, it must nonetheless be founded in Ethiopia's cultural heritage if it is to bear fruit and if the student is to be well adapted to his environment and the effective use of his skills facilitated." (1)
Following the above-mentioned objective, President Aklilu Habte of the University has consistently urged that "the University must be more deeply concerned with problems of change in Ethiopia," by (a) developing a sharp focus on contemporary

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(1) His Imperial Majesty's address from "A Blueprint for Development", August 1970, page 13.

issues of economic and political development, social progress and change; (b) recognizing that one cause of student unrest is the failure on the part of the University to be relevant and be concerned with contemporary issues; (c) recognizing that a curriculum built around traditional disciplines and courses restricts its capacity to adapt research and teaching to present day problems; and (d) recognizing that the University must innovate, for example, by finding new ways to teach students, and by providing service to wider areas in the country. (1)

1.4. While the HSI University has benefitted from advice by various Advisory committees, the Ministry of Education and Fine Arts on its part was contemplating a review of the entire education sector. Following an agreement with the International Development Association (IDA), an affiliate of the International Bank for Reconstruction and Development, the Education Sector Review was launched in October, 1971. The aim of this exercise was to formulate recommendations and strategies for the future. It is expected that these will lead to (a) major reforms of the entire educational system focussing on the maximum utilization of both formal and non-formal education, and (b) closer integration of education with regional, economic and social development by giving special attention to problems of rural development and of decentralization of the management of the educational system.

1.5. Pending the outcome of the Education Sector Review in terms of specific projects needing assistance from UNESCO, and following its desire to elaborate ways and means through which formal and non-formal education could be integrated, the Imperial Ethiopian Government requested the Director General of UNESCO to organize a mission of consultants to study and evaluate the Extension work done by the HSI University and formulate recommendations relating to its possible expansion.

B. Terms of Reference of the Mission

1.6. The present Mission was accordingly organized to undertake a study of the academic and administrative aspects of Extension at HSI University, including the current offerings by way of curriculum, the present administration and organizational structure, the resources available and the present financial situation. As a result of the study, the Mission was further asked to identify significant projects requiring assistance so as to be run on a self-sufficient basis, and to formulate recommendations relating to suggested actions

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(1) Second Report of the Advisory Committee on Higher Education, HSI University, 1971, page 18.

that need to be taken by the University for (a) education and training of people to run the Extension program of the University as it expands, (b) developing a machinery and procedure to assess the changing needs of the adult population of the country, and (c) attracting financial assistance.

1.7. While accomplishing its task, the Mission was made aware of the prevailing differences of opinion about the role, function and achievements of Extension. But the team has attempted to be forward looking, ascertaining the best plans for the development of Extension in the interests of the Ethiopian society and of the Empire.

C. Organization of the Mission

1.8. The Mission was composed of Professor Charles A. Wedemeyer, Lighty Professor of Education at The University of Wisconsin Extension, Madison, U.S.A., (Leader); Professor Rupert D. Goodman, Senior Lecturer in Education at the University of Queensland, St. Lucia, Australia, (Member); and Dr. Jagbans K. Balbir, Division of Higher Education, UNESCO Headquarters, Paris (Member-Secretary).

1.9. In accordance with the above-mentioned terms of reference, the Mission undertook field-work in Ethiopia from July 23 to August 15, 1972; briefing and debriefing for the Mission was arranged in Paris, and for one member at the UNESCO Regional Office for Education in Bangkok.

CHAPTER 2. University Extension: an historical overview (1)

Extension Precedes Founding of Haile Sellassie I University

2.1. The Extension Division of the HSI University completed ten years of its existence in 1972, but it had students who joined long before the establishment of the University in 1961. Extension had prior existence within the framework of the old University College of Addis Ababa, which itself came into existence in 1951; and the University College extension was preceded by the night school, Berhaneh Zarenew, which was formally inaugurated by His Imperial Majesty the Emperor on Megabit 21, 1940 E.C., and which was run by the French Canadian Jesuit Fathers.

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(1) The Chapter is based on (a) the report: "The University Extension: the last ten years" (1972) and other published and unpublished papers written by Dr. Solomon Inquai, Dean of University Extension at HSI University; (b) documentation made available by the University, and (c) first hand information gathered by the UNESCO consultants during their field work in Ethiopia (23 July - 15 August 1972).

2.2. Inaugurated in 1952 as the evening non-degree law program, mainly catering to the upper working class of citizens of Addis Ababa, extension became, in 1953-54, the University College Addis Ababa Extension Department (U.C.A.A. Extension). Under its new name, Extension offered courses in Arts, Business and Public Administration, and Social and Political Science to part-time students having approximately the equivalent of a high school education. When the U.C.A.A. Extension opened its doors in January, 1954, it had 150 students enrolled. The number reached 250 by October, 1954, and 367 by October, 1956. Courses offered were initially restricted to the certificate level; they were later expanded to include the BA Degree. The certificate restricted to Business and Public Administration courses practically required the completion of half of the credit requirement for the degree. Part of this practice was abandoned with the establishment of the University. The year 1955-56 was also the beginning of a program for inservice training for teachers, but it is not known precisely when and why this program was terminated.

2.3. Initially Law as an aspect of Extension seems to have been handled separately. From among 121 entrants enrolled in 1952, the first group of 39 students of the four-year evening law program obtained their diplomas in 1955. The courses of offerings in Law underwent a thorough revision following the academic year 1955-56. An Advanced Diploma in Law program was introduced in 1956 and terminated in 1958-59 after graduating 12 students, and the Extension program in Law was closed at the end of the academic year 1959-60. The first batch of Extension students obtained their Certificate in Administration in 1957, followed by 9 graduates in 1958. The Engineering College commenced evening classes in 1957. Study towards the engineering degree through extension did not begin to be implemented until the academic year 1958-59, and there were few graduates at the time of the establishment of HSI University.

2.4. No formal School Leaving Certificate was required for admission to evening classes, but students were enrolled on the basis of their performance in an English proficiency test given by the College. Students were a mixed group of varying backgrounds, academic qualifications and interests. The study programs, though appearing to be specialized, were in the tradition of liberal education, exposing the students to various types of subjects in the languages, humanities, social science and natural sciences.

2.5. Since the days of the University College of Addis Ababa, and because of its early commitment to university adult education, a few people in Ethiopia have got accustomed to believing that vocational education is continuous and lifelong, and is possible on a part-time basis.

2.6. In the first official report (1959-60) of the University of Utah team which helped plan HSI University, a recommendation was made for the diversification of offerings and financial support with a view to strengthening Extension so that it could grow into a Division of General Studies and Services, "as soon as possible." When the HSI University was incorporated as a national institution, it opted for centrally administered extension work, and appointed a Dean of Extension who was temporarily designated as the Dean of the School of General Studies, "to coordinate all part-time studies in the University". However, there was no immediate change in program, staffing, or fee-structure. Everything continued as before.

Guidelines for Extension

2.7. The Extension program was conceived by the University as a means of reaching increasing numbers of students and was guided by the following three principles:

I) To provide for adult education facilities where they did not exist and make continuing education a reality in areas where it was still nonexistant.

II) To offer students from provinces the same educational opportunities as were offered to other students residing in Addis Ababa.

III) To develop a sense of responsibility towards those people residing in the provinces.

2.8. Following these principles, a nucleus extension program was inaugurated in Asmara, first starting in 1962 as a summer lecture series and then developing into a regular center in January, 1963. Following a feasibility study more Extension Centers were opened (in September, 1964) at Gondar, Bahr Dar, Harar, Debre Zeit, and Nazareth, and (in September, 1965) at Dire Dawa, Massawa and Jimma. However, following reappraisal of activities and the unavailability of qualified students and instructors on the spot, only three centers are in operation in 1972 outside Addis Ababa, viz. Asmara, Debre Zeit and Harar.

Faculty Legislation on Extension

2.9. As a centrally administered unit of the University, the Extension Division was beginning to gear its work so as to service all faculties; this relationship had to be defined by rules and regulations properly promulgated by the Faculty Council, the highest legislative body of the University in academic matters. Consequently, a series of legislations were enacted in 1965, 1966 and 1967, having as their central theme the determination of roles

of the faculties vis à vis the Extension Division, whose programs cut across academic boundaries. The legislation left all academic jurisdiction to the faculties and most administrative decisions to Extension. A few of the salient features of these legislations are the following:

I) On the whole, Extension may carry out educational activities related to the replication of the regular curriculum of credit courses. However, this does not exclude the organization of public lectures, seminars and workshops for non-credit purposes.

II) Educatioral work of the Extension Division should be supported by means of correspondence education (the Extension Division had already conceived of this method in 1962-63).

III) The principle of a uniform salary scale should be applied for all types of extension work.

IV) The maximum period of time permissible for taking a Degree was set at 7 years, though this was later amended (by the legislation of December, 1971), to 10 years, depending on the merit of the case of each student. This amendment also changed the maximum permissible load from 8 hours per week, per semester, to 10 hours per week, per semester, and exceptionally to 12 hours under certain conditions, per semester.

V) The legislation laid down broad academic guidelines pertaining to admission of students through the Board of Admission, academic standards and the policy on recruitment and hiring of staff for the Extension Division. The 1966 legislation introduced another notable factor, that the degrees awarded to extension students should indicate the source of the degree. (This seems incongruous since all degrees are awarded by the faculties, cf. 3.33 below).

2.10. At the time of the opening of the HSI University in 1961, the following types of courses were offered: (a) courses leading to the B.A. Degree; (b) secondary level courses preparing students for the Ethiopian School Leaving Certificate; and (c) various non-credit courses for special interest groups, mainly language study, among which was a course in Amharic for foreigners. But the phasing out of secondary school level and non-degree courses from Extension has been an important later development. The Faculty Council decided recently on the complete abandonment of the involvement of HSI University in such courses.

2.11. The Extension Division had at an early stage attempted to develop and diversify programs and offerings at the certificate, diploma and degree levels; as a matter of fact, two of its initiatives to launch diploma and degree courses in Public Administration, in 1966, and a diploma program in Sociology in 1969 were throttled because they were not the replications of major subjects in the Faculty of Arts.

2.12. The attached table (Table I) shows the growing trend in enrollments over the last ten years; figures before 1967 include the number of students enrolled in the remedial secondary school level and the various non-degree courses that were offered at that time.

2.13. The Extension Division has been collecting tuition fees from its students since its inception. The sources of income other than student fees are: application fee, transcript fee, special examination fee, and registration fee for late enrollment. In addition to various services such as personnel, purchasing, and financial administration, rendered by the University to the Extension Division, the use of classrooms, library and other facilities, and the payment of electricity bills, Extension traditionally has received full service support for all its programs. Now, however, the Extension Division is expected to be self-sufficient with respect to all cash outlays. This implies that it should cover all salaries, cost of supply, communication, transportation, etc. from its own income. It is reported that during the last six years, income and expenses of the Extension Division have been rapidly closing, and that for the academic year 1971-72, income was substantially higher than expenditure.

CHAPTER 3. EVALUATION OF PRESENT EXTENSION SERVICES AND PROGRAMS

Introduction

3.1. This Mission was asked to study the academic and administrative aspects of Extension done by HSI University with a view towards its evaluation. The gathering of data relevant to this evaluation process has been a time-consuming task, but within the limits of the time available, the Mission has been able to gather and assess a great deal of evidence from a variety of sources. Documents and reports of the University and of the Extension Division have been carefully studied; the Report of the Education Sector Review and the reports of the various Task Forces have been most valuable. (See Appendix II, Bibliography, at end of this report). Senior members of the University staff, the Deans of the Faculties of Arts and Business Administration and the Dean and Staff of the Extension Division have all

TABLE I

ELEVEN YEARS ENROLLMENTS IN THE EXTENSION (1)

	61/62	62/63	63/64	64/65	65/66	66/67	67/68 ISem	67/68 IISem	68/69 ISem	68/69 IISem	69/70 ISem	69/70 IISem	70/71 ISem	70/71 IISem	71/72 ISem	71/72 IISem
1. Main Campus Ext.	980	1212	1029	1120	1242	1164	1029	971	1272	1252	1368	1052	1347	1065	1674	1350
2. Engineering Campus Ext.	46	64	50	112	169	220	115	67	291	291	247	265	503	334	469	236
3. Main Campus Law	-	-	-	-	-	-	-	-	672	613	401	422	191	325	282	238
4. Asmara	-	127	129	125	278	170	120	80	166	156	125	154	114	195	206	186
5. Debre Zeit	-	54	50	40	40	61	434*	210*	59		27	15	26	27	64	43
6. Dire Dawa				15	35	60										
7. Harar			206	111	71	75	102	50	102	101	93	79	40	62	89	81
8. Jima Ext. Law Cert.												43				
	1026	1457	1458	1523	1535	1750	1800	1378	2562	2413	2261	2030	2221	2008	2784	2134

(1) From an unpublished paper by Dr. Solomon Inquai entitled: "The University Extension, the last ten years", July 1972, page 101

* Including High School Students

provided the Mission with points of view and evidence about extension. In the wider community the Mission interviewed many senior members of the government, private organizations and of the church. Some of these have themselves been closely associated with extension either as lecturers or students or both. All of these are now occupying positions of importance in areas which impinge closely on the work of extension. The Mission also extended its inquiries to Extension Centers in Debre Zeit, Asmara and Harar, and talked to the staff involved in teaching Extension courses. In some cases students provided additional evidence for the Mission. From all these sources and others, the Mission has been able to acquire the date to make an objective assessment and evaluation of the Extension Division and its work at HSI University.

3.2. Evaluation of any university department is not a simple or easy matter, and the Extension Division has some unique distinguishing features which make assessment even more difficult. The Mission has been guided by the principle that extension must be assessed by the extent to which it has achieved the objectives and purposes as set down by University legislation. Hence there has been an examination of the concept of extension as determined from time to time by various authorities. The success or otherwise of the Division might be measured first of all by a number of specific indices. Has it attracted a large number of students, not only from Addis Ababa but from the whole of Ethiopia? What courses are being offered and how relevant is the curriculum to the consumers' needs and to the manpower needs of the country? How well taught are the students? What are the details of course attrition and course completion rates, examination successes and graduation rates? Has the Division been given the human, physical and financial resources to achieve the objectives the University has determined? Has it adequate accommodation, personnel, finance, teaching resources? In the long run, the effectiveness of the Division is determined by the efficiency of the decision-making process within the University. How does the administrative machinery relating to the Division work? Does it ensure smooth, efficient operations in which decisions are arrived at with a maximum consideration of relevant factors in a minimum of time? Does it operate without friction and misunderstanding so that all those involved in the decision-making process work in harmony to formulate policies which will enable extension to fulfill its obligations to the University, the community, and the Empire?

3.3. Before giving an overall assessment of extension, the Mission first of all comments briefly on these specific aspects of the Division's work.

Administration

3.4. The Dean of the Extension Division is responsible to the President for the development of extension courses within the University, and for the organization and administration of his department. However, his line of approach for decision-making is quite unlike that of other Deans, who report through an Academic Commission to the Faculty Council, on which, it must be observed, are the Dean and three elected members of that Faculty. Unlike the other Faculties of the University, the Extension Division is not an autonomous body. It can make no decision to offer a program leading to a degree or a diploma; that responsibility is "The responsibility of the college or faculty that will award the same". (1) The Dean of Extension must therefore seek approval through any one of at least five Deans concerned with extension courses, and sometimes through a number of them. As there is no Extension Faculty, there is no Academic Commission for Extension. There is, however, an Extension Committee which is one of the Standing Committees of the Faculty Council. As such, it does not have the same representation from the Extension Division as other Faculties have on their Academic Commissions. In any case there are no full time academic staff in the Extension Division. One would expect the Extension Committee to be the high policy advisory body to the Faculty Council, but the Annual Report (1970-71) of the Extension Division states: "The Extension Committee has met many times this year. The bulk of its time was taken up by the question of remuneration for teachers." (p.17).

3.5. The Extension Division has no authority with respect to the introduction of courses, the setting of standards, the examining of students or the award of degrees or diplomas. Approved courses are . . . "taught by members of the department in which such courses are being offered . . . . Faculty members who do not carry full day time loads may be given assignments in Extension as part of their regular duties." (2) The Extension Division is not regarded as an academic or a teaching body, but solely as an administrative unit. Its purpose appears to be merely the administration of residence courses offered to non-resident (extension) students. While responsibility for the total success of extension programs seems to fall on the Dean of Extension, authority to initiate, develop and conduct the full academic program is diffused

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(1) Consolidated legislation of the Faculty Council, Reg.(iii) (1) page 83, Handbook of Faculty Legislation, July 1968

(2) Op. cit. Reg. (iii) (3), page 84.

throughout the faculty and administrative structure. This situation places the Extension Dean in an impossible position in attempting to develop and innovate appropriate programs.

3.6. The Mission carefully examined the criticism made in A Blueprint For Development (p.179), that "the administration of the Division is concerned that the program is not fully assimilated into the academic structure of the University but, on the other hand, does not have the autonomy to set its own standards. Present administrative arrangements are felt to be too restrictive, since they do not lend themselves to courses which cut across faculty lines, do not allow innovations in the curriculum, and require rigid interpretation of standards and regulations which apply to regular day students."

3.7. The Mission found these criticisms fully justified, with ample evidence to support the statement to the fullest extent. The Mission notes with regret that apparently nothing has been done to remedy this situation, previously reported. The Mission believes the present administrative machinery by which matters affecting Extension are decided within the University without adequate voice by extension, is in urgent need of reform. The diffusion of authority has led to confusion, the multiplicity of operations involved has led to frustration, and the inevitable delays in decision-making on important matters have been detrimental to the best interests of students, who, wrongly, but understandably, blame extension.

3.8. The Students

At the inception of the University in 1961, there were some 600 extension students registered; by the first semester 1971-72 this had grown to 2,784, a growth rate of over 460% in a decade.(1) This is a remarkable achievement for a department of any university, and it must reflect credit on those responsible for the planning and administration of the service, despite many obvious constraints. The growth of extension is also a measure of the hunger for learning on the part of those adults who are unable to attend full time courses at the University. According to the statistics supplied in the 1971-72 Report of the Extension Division, 1,824 students (86%) were enrolled from Addis Ababa, and only 310 (14%) from rural areas. Moreover, the latter came from only 3 centers - Asmara, 186 (9%), Harar, 81 (3%) and Debre Zeit, 43 (2%). Thus, at present, extension is chiefly confined to providing for the needs of evening (part time) students taught on the main campus at Addis Ababa.

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(1) Dr. Solomon Inquai: The University and the Public. HSI University - the last decade, page 35.

3.9. Student Services

A report by the Dean of Extension (The Last Ten Years, p. 18) lists a number of services which the Division provides for its students. These include: receiving and processing enrollments, collecting fees, keeping student records, purchasing and reselling text books, and similar matters. Such services are merely administrative housekeeping chores. There are many more services of a professional and counselling nature which the Division ought to provide for Extension students, but apparently does not. Some of these have been mentioned by students in the extra-curricular activities survey (1). The Mission was therefore concerned to note that a Division with over 2,500 students does not have a counselling service provided on the same basis as other Faculties with even fewer students. The Faculty of Arts, for example, has an Assistant Dean for Student Affairs and an Assistant Dean for Personnel and Scheduling.

Courses Offered

3.10. Degree Programs

Courses in five degree programs were offered in 1971-72: Arts, Business, Education, Public Administration and Law - with a total enrollment of 879 (first semester) and 740 (second semester). It is noted that in the past decade more than 200 persons have been awarded degrees through Extension. The extension degree program is thus making an important contribution to the supply of professional level manpower to the Empire, a contribution which would not be possible without extension. The evening courses offered are, in the main, a replica of those offered to regular students in the day. All the courses are offered with the cooperation and approval of the residential faculty, and efforts are made to ensure equivalence in standards between the two groups of students. In most cases equivalence is obtained through the specification of identical admission requirements, course organization and materials, instructional process and examinations. Most degree programs must be completed in seven years, (in 1971 amended to ten years), with students having on the average 8.6 class contact hours per week. The Mission has noted the attempts which have been made, through Faculty Council legislation, to force Extension students to complete a degree within a given time. Presumably this has been done on the basis that a degree extending over ten years is out of date by the time of completion. However, every encouragement should be given to bright and highly motivated students to complete their courses in the minimum time. On the other hand, those students who are unable to continue for a few years should be enabled to return to their studied without loss,

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(1) Annual Report of Extension Division 1971-1972, page 16

and when a course is a prerequisite for an advanced study on the subject, the Dean of a Faculty may require an updating of the earlier course.

3.11. The range of degree programs, even from the existing courses within the faculties and colleges does not appear to be broad enough. Although five Faculties offered 40 different courses, none of these were in the Sciences, Public Health, Technology or Agriculture areas, yet these have been listed as areas of acute manpower needs by the Education Sector Review. (The Mission noted that an Extension course in the Building Trades was offered in 1969, but was subsequently discontinued.) No attempt appears to have been made to establish degree courses different in content from those offered to regular students, to meet the different needs of adults who are already involved in the practical problems of business and the professions. Courses in computer science, urban studies, adult education, medical care, administration, Ethiopian studies, literature, the Fine Arts and Creative Arts, for example, would be extremely relevant to the needs of Ethiopian society and the interests of adults. It should not be necessary to wait for such courses to be offered to the youth in day school programs as a condition for their extension to the adult clientele for whom extension was created to serve.

3.12. It must also be observed that all the degree courses offered (with the exception of the pre-engineering course) are in the arts and social sciences areas. At a period when the Ethiopian society is desperately short of trained science and mathematics personnel, especially in teaching, it is difficult to understand why such courses are not available by extension, at least on the main campus, where library and laboratory facilities must be presumed to be satisfactory. Such courses could be made available on a wider geographical basis, at regional centers or by correspondence and other media, and will be examined more fully in another chapter.

3.13. A further limitation on the educational effectiveness of the degree course programs is that none of the programs taught by extension in Addis Ababa is offered at any of the provincial centers, or to any individual in rural areas. This is a gap which must be filled, and the Mission makes specific proposals regarding this shortcoming later in the Report.

3.14. In its report the Education Sector Review Task Force on Manpower drew attention to the acute shortage of skilled manpower both at the entry level and at higher levels of employment. The Task Force emphasized that a large number of positions continue to be filled by expatriates because there are no Ethiopians available with the requisite qualifications. On the other hand, the Report indicates that 80-85% of the employed expatriates have technical and university qualifications. In the public sector alone 2,700 positions are filled by expatriates. Manpower shortages are listed for engineers, technicians, doctors, medical personnel, statisticians and economists, while personnel in many other areas are in urgent need of upgrading their skills.

3.15. The Mission endeavoured to ascertain whether the University or Extension is planning courses to meet the needs pinpointed by the Task Force. In so far as Extension is concerned, no new programs of the kind needed can be offered because Extension can supply only programs which have been previously developed for day students. Clearly there is need for a basic policy shift if Extension is to be able to develop curricula that have immediate relevance to the Empire's actual manpower needs.

3.16. In evaluating the courses offered by Extension and the curriculum followed in those courses, the Mission sought to discover the extent to which the courses met national social and manpower needs; the extent to which the courses were introduced on the basis of research findings, and whether the curriculum was relevant to the practical needs of the student in his professional life; the extent to which there was prior consultation with the institutions, agencies and individuals who were concerned with the implementation of such programs, whether as administrators or as consumers.

3.17. The Mission must report that in respect to the above inquiry there is widespread public criticism of the University and of the Extension Division. Many persons holding responsible positions in government, industry and business stated that Extension courses were not meeting the needs of the people, and that the University and/or Extension had apparently made no attempt to ascertain what these needs were or to relate course development to them. Again, many people with expert knowledge in education, agriculture, government and business were concerned that courses could be produced by University academics without consultation with the practitioners and consumers. Consequently, in the opinion of such observers, University Extension courses tend to be too general and theoretical, and not closely enough related to the practical needs of the adult student who is already working in the profession. In fairness to the Extension Division it must be said that it has had little say in either the course offerings or the content of the courses. Under the Faculty Council Legislation (1968), Extension courses must be similar in content to those offered to regular students. Indeed, some Faculties have gone further by ruling that if there is no similar program available to regular students then it cannot be made available to Extension students. By legislation, the Faculties (and there is no Extension Faculty) are at present clearly responsible for courses and course content. If the Extension Division is to be held responsible - as it should be - for providing courses relevant to the needs of adults in the nation, then clearly some radical faculty policy and administrative changes will be necessary.

Diploma Programs

3.18. A number of sub-university courses, entitled, "diploma programs", are offered at the Addis Ababa Campus Center and at Extension Centers. The 8 programs at the Main Campus include more than 37 courses, with a total enrollment of 848. Three other programs for 136 students are available through Engineering Extension. At Asmara, Harar and Debre Zeit 6 of the Main Campus diploma courses are also available, with 210 students enrolled.

3.19. The Mission noted that in general the diploma courses are terminal, they are not available to regular students, entrants had not completed full university entrance requirements, and the courses do not generally offer credit towards any further degree. It was noted, however, that some of the courses do meet the needs of adults in middle level employment. Courses which do not attract a sufficient number of students are considered for withdrawal. Determination to withdraw a course seems to be based upon financial reasons "an uneconomic class" rather than considerations of manpower needs.

3.20. There appears to be some need for definitive criteria in determining whether a course is to lead to the granting of a Diploma by the University. A diploma course ought to be of sufficient standard in quantity, quality, curriculum, and examination that it leads a substantial way towards a degree level attainment. Indeed the holder of a Diploma, with passes in particular subjects at a high level, should expect that some of his credits will be applicable if he later enrolls for an appropriate degree. The standard of entry is not a relevant factor, unless it is desired to restrict enrollments. What is important is the standard reached at the end of a course extending over 5 or 6 semesters. While it is true that some Diploma courses with limited but specific objectives may be terminal, others might well be converted into a degree, and extension students should be given this opportunity.

Certificate and Other Formal Programs

3.21. The Extension Division has offered from time to time courses below university entrance level or in commercial and secretarial fields. There has been no consistent University or Extension policy regarding such offerings, and no clear line of demarcation as to what should be the legitimate levels or areas of study for University Extension, and what levels or areas should be the responsibility of other educational agencies, such as the Ministry of Education.

3.22. The Mission noted that some courses have been offered only because no other institution was available to provide them. These courses fulfilled an urgent need in making a contribution to lower skilled manpower and in preparing students for higher level courses.

Whether University Extension should offer such courses, and at what level, will depend on the interpretation the University gives to the concept and role of Extension. Whatever decision is made in this matter, it is suggested that the University confine its awards to degrees, diplomas and certificates at the Professional and Sub-Professional levels. Other agencies may properly ask extension for assistantce in the education and training of agency staff who will themselves be responsible for the training of persons at the lower levels. In such cases, the nature of the award is the responsibility of the sponsoring authority, not the University.

Informal Programs

3.23. The Mission noted that all of the programs offered by Extension were "formal" programs, i.e. they followed a carefully prepared and prescribed curriculum, they were taught by conventional methods, entrants were examined to ascertain whether they had reached a pre-determined standard, and examined in order to obtain award or recognition upon completion. Moreoever, students in such courses generally were motivated to obtain higher skills and qualifications towards some pecuniary reward in their employment.

3.24. But there is another range of programs which Extension divisions generally develop, and which frequently becomes their major activity. This is the providing of programs of interest and value to the adult population. The Mission notes that the HSI University Extension Division has offered no such programs, although HSI University Faculty Legislation clearly states that it is the function of extension to organize and offer "lectures, seminars and related cultural activities, including the use of television and radio presentations." (op.cit.82) The Mission visited the Mass Media Center and learned that there is an apparent receptivity there to collaboration with extension in the development of a range of cultural and learning activities that would carry out the mission of both these agencies. The Mission was struck by the repeated reference, in various Government agencies, to Ethiopia's Urgent need for the development and co-ordination of strong adult education programs at the community level. In the face of such widespread evidence of need recognition and apparent willingness to cooperate and coordinate in adult program efforts, extension has an unusual opportunity to initiate significant adult education activities through the media.

Course Completion and Attrition Rates

3.25. The figures for the Addis Ababa Extension programs, both degree and diploma, show a completion rate of from 80-100% for most courses. This is a very high standard for any Extension department and indicates high motivation by students.

3.26. However, the inconsistent results from Engineering Extension call for comment. While 100% completed the courses in practical and "relevant" subjects (Reinforced Concrete, Highway Engineering), the completion rate for most courses in mathematics, and physics ranged between 40 and 60%. The implications are that the students had insufficient initial foundation work; or that they were poorly taught or badly examined; or that perhaps all three factors played some part. It is difficult to reconcile these results with the statement in the Extension Dean's 1971-72 Annual Report (p.13): "The Maths Department of the Faculty of Science has provided syllabuses for all Maths 101, 102, 149 and 150 courses for use by all extension instructors teaching maths courses in the main Campus, engineering or provincial centers. Besides, during the current year, the Department has made a commendable effort of cooperation and has shown a great concern in the teaching of mathematics in the Extension. It sponsored Departmental meetings of all staff members to which Extension instructors were invited. Maths tests and examinations questions and student answer papers were reviewed by the Department and Extension student performances were compared with those of the day classes." It may be necessary in the future for Extension to organize short "bridging courses" in mathematics and science to bring students, who had completed the E.S.L.C.E. but who show some weakness in these areas, up to the level required for the pre-engineering course.

3.27. Extension degree programs may be completed in 7 years or less. Records indicate that students participate in learning activities on an average of 8.6 hours per week. This is a long and burdensome task, and the wonder is that so many complete the degree. Efforts should be made to shorten this period, where possible, without lowering academic standards. This could be done if employers would provide more day release time to extension students or even a full semester within which the proven student would be allowed to complete his program. Those with outstanding records as Extension students might well be awarded special scholarships and living allowances to do the final year subjects as regular students. Highly competent workers cum students should not be held back. More flexibility in the regulations might enable an Extension student to complete his degree in four or five years. Such an arrangement would provide more highly trained manpower in a much shorter time, an economic development advantage which should not be ignored. There is need for the appointment of a counsellor who could advise students according to their ability as to the most desirable rate of progress, and advise employers regarding the released time provisions that would most advantageously supply the employer with a fully trained worker. In addition, extension students should not be tied to regulations relating to regular students. (Recent Faculty Council amendments have eased this problem, but the implementation of the amendments appears to be too inflexible.)

3.28. The Mission noted from the Extension Dean's Report, 1972, (pp.3-4) that the total enrollment for the first semester was 2,784, but that enrollment dropped to 2,314 during the second semester. The figures suggest an overall Extension attrition rate of 25%, but in fact the rate is probably less since discontinuing students would also include some who have completed their courses successfully. The attrition rate for the main campus (18.8%) is relatively low, but the fall-off in Engineering (49.2%) in Extension should be a matter for further investigation (1). In general the fall out rates of Extension students are comparable with many of those in the day faculties, e.g. medicine 41%, Education 33%, Arts 19% (President's Report 1970-71, p.198).

3.29. The loss of students by attrition is a loss which the University and the Ethiopian society can ill afford. The reasons for fall out are known to be inappropriate courses, ineffective teaching, inadequately prepared students, personal adjustment problems and financial difficulties. Some of these might be resolved if extension students had the services of a counsellor.

3.30. Another factor of increasing relevance to attrition rates is the forced occupational mobility of many extension students who are civil servants, government employees, teachers, members of the armed services and other occupations. Students in such occupations may commence a course and then be moved to a place where there are no facilities for continuing the course. It is to be hoped that the introduction of correspondence and other mediated courses will enable students to continue their studies regardless of change of residence for any reason. Worker-student mobility dictated by economic or other reasons must be matched by mobility of opportunity to learn.

Graduation

3.31. The Mission noted that to date some 2,100 students have been helped by Extension to obtain degrees, diplomas or certificates. These graduates have been employed by government departments as teachers and administrators, and by private organizations. The entrance - or continuation - of these graduates in employment has meant an increase in the high level manpower pool at a critical stage in the development of Ethiopia. Some of the graduates completed their studies at the Extension Centers in Asmara, Harar, Jimma and Debre Zeit, but more potential high level workers await a similar opportunity throughout Ethiopia. The manpower resources needed in this period of national development are there, needing only opportunities for development such as extension has a mandate to supply.

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(1) Comparative figure for the residence students was 14% (The President's Report, p.172). Although it is not clear whether the sets of statistics refer to the same semester, the inference is clear that in Engineering the attrition rate is much higher for Extension students than for residence students.

3.32. According to Faculty Council Legislation, an HSI University degree earned through Extension must be so identified. The Mission feels strongly that this practice is an unnecessary and illogical discrimination against the extension student. Any degree is a degree of the University, not of a particular department within it (else there is no meaning to "University"). The Mission recommends that Faculty Council Legislation on this matter should be amended.

Extension Centers

3.33. Following a meeting with the Asmara Extension teaching staff, the Mission expresses its concern at the situation there. There has been a decline in numbers in the accountancy in that center, as local students have withdrawn to take a degree (in less time) from Asmara University rather than continue towards a Diploma from HSI University in a longer time. Students were sensitive of the higher standard of the HSI University course and of the greater prestige of HSI University, but in pragmatic terms had little alternative but to enroll with Asmara University. The admissions requirements at Asmara University are apparently different from those at HSI University. There is no mutual recognition of course credits between HSI University and Asmara University. As a result both Asmara University and HSI University Extension are in effect competing with each other for very scarce resources. This is a tragic waste of human endeavour and resources where instead there should be coordination and cooperation. The Mission believes there is need for a University at Asmara, and that the Government should take appropriate action to see that it meets the full requirements of a university, and that it offers a wide range of courses at approved standards. Further, the Mission believes that there should be sincere discussions between Asmara and HSI University with a view to the recognition of each others courses, and to the relationship between Extension courses and Asmara University. It would be in the best interests of Ethiopia generally, if, in time, Asmara University could meet the needs of Extension degree students in that area, freeing HSI University Extension to transfer its resources to other centers in greater need, and to develop non-degree adult education programs at Asmara for other clients. Indeed, since Extension has an Empire-wide mission, and both HSI University and Asmara University have the same Chancellor, there would seem to be a good rationale for HSI University Extension to serve the Asmara area by making use primarily of the appropriate academic resources at Asmara. A single Empire-wide Extension, serving all higher education institutions would be a desirable objective.

3.34. The Mission also visited the Extension Centers at Debre Zeit and Harar and was impressed with the development potential there. There appear to be in these and other provincial centers, a number of institutions, organizations and agencies involved in adult education and extension programs, often acting independently of each other, sometimes competing and conflicting, and rarely coordinating the applying of limited resources towards common objectives. The Mission noted that there are eleven Ethiopian towns with a population above 20,000, and another eleven between 10,000 and 20,000 (1). This population distribution may suggest the possible development of future Extension Centers. How centers should be sited, and the role of extension in provincial centers is a matter of critical importance which is dealt with later in the Report. At this point, the Mission notes that the limited development of Extension Centers is the result of a too narrow concept of University Extension. The University must, in the future, plan to take extension to those provincial areas where the great bulk of the population live, and who are in most need of the opportunities extension can provide.

Extension Center at Harar

3.35. During 1964 through 1967, the Extension Division witnessed its expansion outside Addis Ababa, including the offering (since 1964) of extension courses in Harar. Originally a law course was provided in Harar to cater to the needs of local lawyers and judges. However, at present only Diploma level courses in Public Administration and Education are provided, with 34 and 55 students attending these respectively. Ten instructors are employed to impart full courses. In the first semester of 1970-71, a survey was conducted to explore the needs for Diploma level education course both in Asmara and Harar. The survey revealed that there were many qualified candidates and instructors in each sector. From the second semester on, Diploma level courses were consequently introduced in both towns. Provincial elementary school teachers who formerly had to enroll in non-education extension courses (such as public administration and accountancy) are now able to continue studies in their own chosen field. Introduction of the education courses has meant a great deal for the survival of these two centers.

3.36. From a visit to Harar, and discussion with persons in the field of education as well as some of the instructors involved, it would appear that there is need for the reinforcement of the education

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(1) cf. An Atlas of Ethiopia, Mesfin, Walde Mariam; Reprint 1970, Asmara, Ethiopia, page 74.

diploma course through correspondence and multi-media courses in the province, and a better curriculum design, in which the participation of the clients could be obtained. There is a total of 99 government schools in the province, and many other private institutions; of these only 12 exist in Harar so that extension courses are not accessible to many teachers desirous of improving their qualifications and economic conditions. Out of the 13 Awrajas, 8 have good postal facilities, and extension could greatly improve opportunity for learning if it utilized distance education methods. The only professional alternative to an improved and broadened extension program - the summer school facility provided for teachers by the faculty of education of the HSI University at Addis Ababa - is a costly and uncomfortable situation for many of the provincial teachers, administrators, and supervisors, who are keenly motivated.

3.37. It is also suggested that the HSI University Extension contribute to the development in Harar as well as elsewhere of vocational training schools for industrial arts and home economic courses for women. Extension could make a significant contribution by offering courses for the continuing professional education of the persons needed in these fields.

3.38. The Diploma level course in public administration is said to be of great help to people in Harar, in helping to satisfy the desire for continuing education on the part of interested graduates. Provision should be made to launch a Degree level course in public administration in Harar. Additionally, it would be profitable to have a Diploma level course in law, taught in Amharic. It presents a great advantage in itself besides serving the people who cannot follow courses in English or for those who have retired. Extension would be of direct service to the group, if it could prepare seminars and discussion groups for the general public; coordinate its programs with authorities in the field of public health, community development and agricultural extension; devote attention to the betterment of women through appropriate courses and means. Even the army personnel from the Military Academy could form a very enlightened clientele for Extension courses, if they were directed towards courses concerned with the training of leaders.

3.39. However, if Extension is to be effective, it must give more emphasis in the province of Harar to the development and relevance of education courses. The first problem is that the entrance qualification of teachers who enroll for Extension in education should be uplevelled, whether it is for comprehension, of such courses as modern mathematics or English language. Secondly, a close contact should be maintained between the appropriate faculty in Addis Ababa and the instructor at Harar, in terms of providing students with appropriate and standard course outlines. There is a paucity of reading materials and insufficient equipment for duplicating handout materials. Any innovations in the methods

employed in the education diploma level courses is resisted by the students, because of fear of their supervisors' reactions to new or different teaching practices. It may therefore be equally desirable to offer a parallel Diploma course for supervisors to create a better climate for improved educational practices, and to reduce the reluctance of teachers to go beyond the real or assumed limitations set by supervisors. There is a further need for Extension to develop programs for those great numbers of students who fail in the 12th grade, and who might, with additional training, become employable or qualified school leavers. The cost of Extension courses would fall particularly hard on such students, however, and to succeed programs would have to be funded differently and in cooperation with other government agencies.

3.40. The Mission's field studies clearly suggest that Extension's methods of information on courses need to be made more effective. As noted elsewhere, the Mission found evidence of a need to provide for the teaching of public administration and accountancy in Amharic rather than in English, because of the insufficient mastery of English of most of the students.

Library Facilities

3.41. Fundamental to the success of any Extension program, especially for students in degree or diploma courses, is the availability of library materials. The Extension students in Ethiopia are required to purchase their own textbooks; but a university education is not obtained from prescribed textbooks. Students must have access to a wide range of reference books if they are to have a wider view of their discipline, evidence from many sources, and the different points of view of many scholars to be studied and assessed. In comparison with the regular students, Extension students suffer a number of hardships and disadvantages. The pressure of time is a major hardship for Extension students who are in employment by day and must study by night. Distance is another hardship; students cannot drop into the library during a spare half hour at lunch time. On the main campus, the library facilities are available to Extension students in the evening, and are well used. To accommodate the students, it may be necessary to extend the reading hours, even to midnight, especially towards examination time.

3.42. The Mission noted with some concern that Extension students are not able to borrow books freely until they have acquired 35 credit hours. In addition, they must pay a $10 deposit. A deposit is not required of first year regular students. Wherever the Extension student turns, he is faced with what almost appears to be punitive and arbitrary regulations that set him apart from regular students. The fact that he is a mature and responsible adult who pays his own way despite hardships seems only to expose him to exploitation. The argument that library deposits are needed because the attrition rate is heavy in the first year applies

equally, in many cases, to first year day students. Besides, the free availability of books for Extension students to take home and study might well be a factor in reducing the attrition rate.

3.43. At Debre Zeit, the Mission was impressed with the library at the Air Force base. The generosity of the Air Force in making this facility available to all Extension students must be greatly appreciated. At other centers, however, library facilities are quite inadequate for the needs of Extension students. The National Library offers little assistance for its branch libraries in Debre Zeit, Yirgalem, Harar, Gondar and Asmara. They are quite inadequate for community requirements, let alone meeting any demands from extension students. If extension is to move into the wider field of developing courses for country students, whether in Extension Centers or by correspondence and other media, the University and the Extension Division must give serious thought to a scheme for providng students with relevant reference books. It may be necessary for the Extension Division to establish its own lending library as a branch of the University Library. The Kennedy HSI University library has experimented with the mailing of paperbacks to various locations in Ethiopia. The experience gained will be useful to the library and extension in implementing plans for centers and supporting mediated instruction to distant learners.

Staff Matters - Academic

3.44. The Mission noted that there were no full-time academic staff appointed to the Extension Division. Staff, drawn from one or two sources, are appointed on a part-time basis for teaching extension programs. Staff is drawn, first and primarily, from among the regular members of the Faculty. The Mission has concluded that this practice carries with it undesirable consequences. It appears that, in the main, regular faculty teaching in Extension are younger members of staff who seek this additional work to supplement their income. The Mission believes that University staff at all levels should be paid a sufficient salary so that seeking outside employment is unnecessary. Further, Extension teaching, if done effectively, and conscientiously, is time and energy consuming. The staff member who also teaches in Extension deprives himself of time and creative energy needed for reading, writing, research and preparation for the teaching of his regular students. The quality of all aspects of academic work, in both residence and Extension, is likely to suffer whenever extension teaching is merely an overload for extra pay. Ten of the regular HSI University staff are teaching up to 8 hours a week in Extension, which is equivalent to a second full time teaching load. Two "part time" Extension teachers also teach the equivalent of a full load. (Part time teachers, drawn from outside the University, is the second source of Extension staff.) The teaching of Extension students demands techniques different from those used in

teaching regular students. Here are adults, with different backgrounds and responsibilities, with different educational experiences, with different patterns of motivation. They are often fatigued after a day's work but they are still keen to learn. They need fresh, original, sparkling, spontaneous, and stimulating teaching. They should not have to suffer a tired repetition of the same lectures given to day students, as often happens.

3.45. The Mission was not able to observe any extension classes, but the evidence suggests that the traditional formal lecture, with student note taking and memorizing, appears to be the major teaching method. No attempt appears to have been made to develop teaching techniques appropriate to the adult group. The Mission was pleased to note that Extension has taken action to obtain student evaluations of teaching procedures. There is not, however, any staff training program for those who teach Extension courses. Extension students should experience teaching which is at least as well prepared as that for day students, and the quality of the work, including the giving and correcting of frequent assignments and tests, must be consistently high. Adult students tend to be more critical and demanding. They are not captive, and because of their positions are a potent factor in interpreting the quality of the University to the populace.

3.46. While it has been said that teaching adults is a highly specialized field and should not normally be done by the regular staff, this does not obviate the necessity for the Professor and head of the appropriate department to be directly involved in Extension courses. He is regarded as the top man in his discipline working at the frontiers of knowledge, and Extension students should not miss the stimulus which ought to come from such a person. It would be curious if a student gained a degree in a particular discipline, yet had never heard a lecture or participated in a discussion led by the Professor of the subject.

3.47. The second source of Extension teachers are persons from "outside" the University, from the community. Carefully selected, they can bring a freshness, practical relevance and enthusiasm to their teaching which encourages adults to learn. If they are not carefully selected, if they do not have academic competence, if they are unreliable or unconscientious, they should not be engaged in teaching Extension students. Apparently not all the part-time Extension teachers and lecturers have been of top quality. A new method of selecting, appointing, training and building a career pattern for full and part-time staff in the Extension Division will have to be developed.

Staff Matters - Non-Academic

3.48. The Mission examined the number and quality of non-academic staff in the Division, with respect to the duties they were required to perform. Two deficiencies were noted:

1) The Records Officer is greatly overworked in a responsible position comparable to that of Registrar. Her status, salary and duties need re-examination.

2) There is clearly insufficient clerical help in the Division and the practice of relying on student help is at best an uncertain way of staffing an important section. If there is to be any major development in extension work, it is essential that there be adequate clerical and administrative assistance.

Accommodation and Resources

3.49 The Mission examined the accommodation presently allocated to extension on the main campus. It found the administrative offices inadequate and insufficient for present requirements, and notes that no future developments would be possible without an increase in office space. In part, this lack of space results from the large number of filing cabinets necessary for the keeping of student records. The Mission suggests a study be made by office efficiency experts, to determine what records should be kept, in what form, and which records should be transferred to the central administration registry. The accounting system also appears to be antiquated, requiring many man-hours spent in laborious hand sorting and checking.

3.50. The Extension office is also badly in need of modern equipment, electric typewriters, photo-copiers, duplicators and modern record and filing systems. Eventually, Extension should have a computer and/or closed circuit television link with the central university records and accounts sections. Further, if Extension intends to develop a correspondence and media section, it will need considerable capital outlay, especially in printing, duplicating, binding, addressograph machines, and other communications equipment. Perhaps the recently established Department of System Design and Data Processing Services could act as consultant to review the procedures in the Extension Division.

3.51. In regard to lecture rooms, the Mission was informed that all rooms in the building were available after 6.30 PM, when Extension has priority. From Monday to Thursday there is 100% occupancy of every room between 6.30 and 8.30 PM. It would be impossible to schedule additional classes in this building. As a temporary measure, investigations might be made to determine whether some classes could be scheduled earlier than 6.30 PM weekdays, a heavier load on Fridays, and the possibility of classes on

Saturdays. University authorities are aware of these deficiencies in accommodation. The Advisory Committee, in its Second Report (p.17), made the following suggestion: "The possibility of utilizing space in commercial and public buildings in Addis Ababa should be explored, since we understand that the University buildings are now crowded during the hours available for extension work".

3.52. It is generally recognized that some additional accommodation both for administration and for classes is an urgent problem for Extension. The Advisory Committee proposal, if implemented, must be seen as a temporary, stop-gap arrangement. There will be disadvantages as well as advantages in such a move. Administrative contact with the main campus will become inconvenient and time consuming. However, the major argument against such a move is the psychological effect on the student. They may feel they have been removed from the main campus as though they were unwelcome. As an integral part of the University, they must be made to feel so, especially as they come in the evening, when the University takes on a different character. They must not find the University a dead place. They must be able to transact administrative business; they must be able to use the refectory; to meet one another and to discuss whatever they will. They must be able to visit the library and borrow books. They must be able to walk about the campus, to browse, to dream, to feel that they belong to the University in the fullest sense of the term. To shunt them off into rooms in the commercial center of the city is to relegate them to the status of "night-classes", a kind of academic twilight zone between school and work. This is not the best climate for a university education. If it becomes necessary to house Extension classes in commercial buildings because all other acceptable alternatives are closed off, then Extension should create a regular center in an area that will at least given extension students the advantage of convenience. The center, however, must be a self-contained unit of the University including all the services necessary for carrying on high quality teaching and learning.

3.53. There has been discussion of the possibility that the Extension Division might be allocated space in the proposed Social Science building. Again this could be a temporary expedient. The Mission points out that the probable expansion of Extension, with correspondence and multi-media facilities, will necessitate a permanent facility for extension. It is to be hoped that this will be given priority in the next five years.

Financial Aspects of Extension

3.54. The Mission noted that the growth of Extension has been handicapped by its uncertain financial base. There seems to be an unwarranted discrimination between Extension and regular students by the application of budgetary procedures by the University which make the planning and development of extension work extremely difficult.

3.55. Firstly, there is the requirement that Extension students pay fees while regular students do not. The argument advanced is that Extension students are in employment and are therefore able to pay, whereas regular students are not. On examination, this rationale does not hold up. Many of the Extension students, we find, have poverty-level incomes; some are housewives without income; and some receive small stipends, while others get help from their parents. Regular university bursaries are not available to Extension students. Another argument for fee payment by Extension students is that they upgrade themselves by learning, and therefore receive a direct benefit from their studies in the form of promotion and salary increases as they qualify for better jobs. This rationale is equally suspect since the same is true of day students, and since society is the co-beneficiary of any improvement in the work force. The Mission does not suggest that Extension students should not be required to pay fees, but that there should be a common fee basis applicable to all. If a fee is to be required, then that fee should be paid by all students alike, irrespective of their enrollment status. This is the principle of comparability of fees for comparable services extended to all university students.

3.56. Secondly, the university presently requires that the Extension Division be self-supporting; i.e. extension must generate its own income to meet the cost of salaries, supplies, transportation, travel, equipment and other expenses. The main sources of Extension income have been mentioned above (cf. chapter 2). While the Mission appreciates the difficult financial position of the University, we find it hard to understand the logic of requiring one group of students to provide the entire funds for their university education, while another group is provided with free education and even free board. The position of the university in appearing to value the worth of one class of students over another is a dangerous and vulnerable one, particularly in view of national needs and the university's continuing dependence upon strong citizen support.

3.57. The economic strictures applied to Extension have apparently no counterpart elsewhere in the University. In the Faculty of Arts, for example, there are numerous "uneconomic" classes. In the Annual Report (1971-72) of that Faculty it is noted that the average number of students per credit hour in the Department of European Languages is 2.68, in Geography 13.35, and in Public Administration 16.50. Overall, it has been stated that the annual cost to the University per full time student is more than $3,000, plus at least another $1,000 from outside sources. It is difficult for the Mission to understand the gross disparity evident in applying the self-support principle exclusively to the Extension Division. Furthermore, if Extension develops, as it must, by providing informal programs for the community in the provincial centers, it would be unrealistic to expect community people to pay for them. Some form of subsidy must be found to assist those people external to the day program who are most in need of educational assistance.

3.58. All university departments except Extension have budget allocations from university funds (supplemented in most cases by funds from outside sources). Working within a specific budget allocation places financial management responsibility in the hands of the head of the department or section who must develop staff and program accordingly. In fiscal year 1969/70, for example, 23 university sections kept well within their budget figures, and only 5 (Social Work, the Theological College, the President's and Vice President's Offices & Workshop)went slightly beyond.

3.59. A department head cannot plan realistically without knowledge of his annual budget. If the Extension Division is to develop as a separate faculty, it must also have financial responsibility, in line with that accorded to other departments.

3.60. There are numerous problems associated with attempting to make each Extension class self-supporting. Some classes are allowed to remain over-large because it would be uneconomic to break them into smaller units. Other classes cannot be formed at all, because the numbers are insufficient to make an "economic class". Thus many students in some areas or level of study must delay the completion of their courses pending the opportunity for extension to realize an economic class in their subjects. A strict application of the self support principle may thus work against the national interest in producing uneven opportunity determined by economic class size, which has a negative relationship to meeting manpower needs.

3.61. The Mission noted the inordinate amount of time and effort taken up by the administrative staff of the Extension Division in collection of students' fees. If all university students were to pay fees on an equal basis there would no doubt be a central university accounts office, and departments would not have to assume this responsibility. Moreover, a highly respected principle of academic administration holds that the academic staff should never be involved in the financial relationship between the student and the university. The Mission therefore recommends a major review of all financial aspects of extension work.

3.62. In the last two years the Extension Division programs have yielded a surplus of income over expenditures. The surplus is at least partly the result of the increase of fees by 25% in this period. Concurrently, instructional costs were held at base level during this period. In fact there has been no increase in staff payments for ten years. The conclusion suggests itself that the Extension teachers are subsidizing Extension courses through accepting low stipends, and students are subsidizing Extension through increased fees. It must be noted that the withholding of rewards to one group, and the increasing of charges to another may have the appearance of exploitation - a situation which might bring the University into disrepute. The Mission cannot too strongly urge the University to make a critical review of the fiscal policies which cast a large shadow over the future development of Extension.

Research and Development

3.63. The Mission has been pleased to note that, despite its limited resources, the Extension Division has begun to conduct some surveys to gather information about possible new developments. One survey to identify interest in correspondence education, and another on educational needs in provincial centers, have provided valuable and necessary information. More studies of this kind are needed to put program development on a sound basis. For such studies, and for continuing evaluation and assessment, the Extension Division needs a research secretariat. At present it seems that a great many decisions affecting Extension students are ad hoc decisions, taken on inadequate and insubstantial information.

3.64. There is a wide range of formal and informal activities which might be undertaken by extension, but it cannot attempt them all. Priorities must be established and there must be administrative machinery for determining such priorities. An effective research and development section is fundamental to Extension.

Correspondence Teaching

3.65. Faculty Council Legislation states that it is a function of University Extension to organize and offer "correspondence courses not on the University level". (1) The same legislation also states that degree or diploma courses, "including correspondence courses, shall have substantially the same content, carry the same credit as those offered in the day time program and be taught at accepted university standards". (2) These confusing statements need clarification if the proposed correspondence development is to commence on a clearly defined basis. It is noted that a correspondence instruction program in Extension has been discussed for more than ten years without visible progress towards this goal. It is not clear whether the aim is to offer correspondence courses as a part of existing degree and diploma programs, or whether correspondence courses will be offered to different client groups needing different courses and curricula at different levels of learning. While it is understood that the services of personnel for writing courses have been obtained, it is not clear what arrangements have been made for the necessary capital equipment and resource material to support the operation. The design of a correspondence program, the Mission believes, would be a forward step for the University and Extension. Correspondence, however, is one of several media that may be employed in any system of independent learning intended for distant learners. It is suggested that the new program not be limited to the use of the print and postal media alone, but that consideration be given to the use of other media also, especially those already

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(1) Faculty Council Legislation (ii) (2) page 83, July 1968.

(2) ibid. (iii) (2).

available to education in Ethiopia. A special design and training study should be planned with the assistance of competent specialists so that the program developed will meet the standards of the field, and the needs of Ethiopia.

Conclusion

3.66. The Mission has attempted to give an overall evaluation of HSI University Extension as presently organized and administered. In sum, it could fairly be said that what has been done, has been well done. Despite a clumsy, frustrating administrative and decision-making framework; a lack of human and material resources; and a lack of opportunities for the University authorities to concretise their insight regarding the realistic potential of a vigorous Extension to the developing Ethiopian society; despite these restrictive elements, the growth, impact and significance of Extension has been substantial in the areas in which it has programmed.

3.67. The Mission reluctantly concludes its evaluation with the conviction that Extension is not yet conceived as a primary function of the University. Indeed, it is viewed by many within the University as an activity unworthy of such an Institution, to be hidden away, to be discriminated against, while the real business of the University goes on with the regular day students.

CHAPTER 4. THE NEED FOR A NEW CONCEPT OF UNIVERSITY EXTENSION

4.1. The concept of HSI University extension and its relationship to the University as a whole and to agencies of education remains unclear. The University Charter makes no specific reference to or gives any clear authority for extension work, although Article 2 defines higher education as education "beyond the secondary school level, and includes post-graduation teacher training and external courses". In the first decade the university wavered between permitting extension courses at the secondary level, and then abolishing them as not being of university standard. Yet, the 1968 Faculty Council Legislation stated that "Extension instruction refers to all instruction offered outside the regular day program"; the plans for extension correspondence education envisages secondary school courses; and the 1972-73 General Catalogue states that Extension aims to offer secondary level courses (p.259).

4.2. Thus "extension" has been conceived of in two contexts. In the main, it has been seen as an extension of some courses and facilities of the regular day students to part-time evening students in Addis Ababa. To a lesser extent, extension has been seen as making available some university programs and facilities to students in a few

provincial centers. Occasionally attempts have been made to offer below-university level courses.

4.3. The Mission believes that there must be a restatement of the concept of extension if HSI University is to fulfill its proper role in relation to Ethiopian society. Unless and until that is done the Extension Division will continue its limited, aimless and haphazard contributions. So long as this situation continues, the university will be failing its essential purpose, as expressed at the Education Sector Review conference: (HSI University) ... "being the inspiring fountainhead for the application of the strategy and the educational regeneration of the country, in which it will itself be involved".

4.4. Faculty Legislation defines extension as "all instruction outside the regular day program", but this definition is so wide that it could mean almost anything, or nothing. Although the confusion and indecision did not help extension to clarify its role, the legislation makes fairly clear the two kinds of programs which extension should develop, and fixes the responsibility for administering each of these.

4.5. In the first category there are academic programs leading to degrees and diplomas of the University. The decision to offer these, and the implementation of all academic aspects rest with the Faculty. Faculty members are responsible for the teaching, and if they do not have full-time teaching loads they must expect to do extension teaching as part of their normal teaching duties. The Faculties are required to budget for the costs of extension work in those courses for which they are responsible.

4.6. For this aspect of extension work, the Extension Division is responsible only for administrative services. While these are not defined, they would probably include such matters as admissions, enrollments, fees, scheduling and accommodation.

4.7. The Mission believes that this division of responsibility has not been clearly understood or followed. Faculties have not, in general, accepted all their responsibilities for teaching, examining and budgeting. They have been inclined to view this aspect of their work as an extra-curricular activity for which extension was responsible and in which they were invited to participate. Staffing of extension courses has become a separate, gainful moonlighting activity for at least some of the regular staff. Faculties have avoided all budgeting responsibility by permitting extension to carry the costs, despite the Faculty legislation which states that "faculties shall budget for the implementation of their responsibilities". ((iii) 4). The administrative decision requiring extension to accept full financial responsibility for this work (and on a self supporting basis) seems to be clearly contrary to this Faculty Council Legislation.

4.8. Faculty Legislation with respect to the second group of programs extension is empowered to offer ((ii) 2) lists these as:

a) certificate programs

b) vocational and professional courses of high priority not on the university level and not locally available

c) courses on the secondary school level for those who are unable to attend regular secondary schools in provincial centers only

d) lectures, seminars and related cultural activities, including use of television and radio presentations

e) correspondence courses not on the University level.

4.9. The Mission noted that the Faculty legislation draws a distinction between the responsibility for the implementation of these courses in contrast to programs leading to degrees and diplomas. The latter are clearly the responsibilities of the Faculties, but in the case of the non-degree program specified above, "complete administrative responsibility shall rest with the University Extension".

4.10. As the Mission has stated earlier, attempts to implement second-level programs have apparently foundered because there was no appropriate administrative machinery for their consideration. Non degree-diploma programs have followed the same administrative route as those that are academic, becoming bogged down in Academic Commissions and University committees. Frequently non-academic programs were rejected on the grounds that "they were not of University standard", a criterion which indicates complete misunderstanding by some University committees of the concept, role and function of extension, as well as ignorance or misreading of Faculty Legislation authorizing such programs.

4.11. The Mission commends the concept expressed in the Faculty Legislation (page 82) that: "The urgent and compelling need for educated Ethiopian men and women requires that Extension be reviewed as a primary function of the university". (1).

The Focus of University Extension

4.12. Education, health, economic security and social mobility are still beyond the reach of most Ethiopians. In assessing University Extension at HSI University, the focus must necessarily be on the conditions of life, the country, the people, the culture, institutions and needs which are Ethiopian, as well as on institutional characteristics.

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(1) Faculty Council Legislation, July 1968, page 82

4.13. An educational plan must fit the way of life as well as the needs of the people; it must be congruent with the cultural values of the society. Indeed, the strength and vigor of education for development is determined by the extent to which education builds upon, enhances and enriches the unique culture values of the society while it is also introducing diversity in the form of options and opportunities that are a departure from the older way of life.

Ethiopian Life Styles

4.14. The Ethiopian people follow four identifiable life styles. First, in the northern provinces of Eritrea and Tigre, and among the Konso and Gordula people of Gomu Gofa, is the life style built around the congregated or village type of settlement. In this life style activities center around a church, mosque or marketplace (1). Second, there is the life style characteristic of people living in scattered huts or homesteads, common in Shoa, Arusi and Sidamo. Single families or small groups of closely related people, members of an extended family, live nearby each other, with common activities related to the market place or church. Third, is the life style of nomadic peoples, prevalent in the eastern, western and southern regions among the Somali, Borena, Danakils and Afar. The nomadic peoples, lacking a life style based upon a single place, and moving according to the dictates of season as well as other reasons, are most cut off from educational and other kinds of opportunity, since social services and educational opportunities tend everywhere to be supplied within fixed space/time parameters. The fourth life style represents a lesser (but potentially major) way of life, for Ethiopians who congregate in urban centers. Perhaps not more than 10% of the people in Ethiopia (2) now live in urban centers; but with industrialization, the improvement of roads, transport and urban services, cities are likely to experience a more rapid growth in the future. The urban life style is not characteristic of Ethiopia; but as its amenities come within reach of more persons the trend towards urbanization for the advantage of better jobs, a more secure way of life, better health, education and social services will attract larger and larger numbers of people. The educational planner is faced with a severe challenge in attempting to create an educational system which will serve people equally well in the four life styles identified. It is easiest to serve people in the cities; it is hardest to serve those who are nomads, calling no place home; and in the middle, the two rural life styles are served indifferently.

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(1) Solomon Inquai: "Adult Literacy in Ethiopia - A Profile"; Journal Ethiopian Studies, Vol. VIII, January 1, 1969; Addis Ababa page 57.

(2) Atlas of Ethiopia, Mesfin Wolde Mariam, Addis Ababa, 1970, pages 55, 74.

Factors Inhibiting the Development of Extension

4.15. HSI University was established by Imperial Charter in December, 1961. The Charter brought together in one institution six previously autonomous facilities: the University College, the College of Agriculture, the College of Engineering, the Ethio-Swedish Building Institute, the College of Public Health, and the College of Theology. (1)

4.16. Inasmuch as the University College preceded the formation of HSI University itself, it can be said that a concept of University Extension was acknowledged early.

4.17. However, the record of development of University Extension at HSI University suggests that three factors have inhibited the evolution of a broadly conceived extension program:

1) The development of HSI University has been largely the effort of academics, whose chief concern was that of creating a strong academic center.

2) The concept of extension, though a continuing thread in the development of HSI University, has not developed, and is therefore itself immature and restrictive.

3) As a result of the policy implications of (1) and (2), and the limited resources available for university development, an insufficient financial base has further curtailed the orderly growth of extension in the meeting of national as well as university needs. This insufficient economic base, coupled to the immature conceptual framework, has resulted in the development of exploitive fiscal policies for extension students and faculty, and restrictive and unrealistic academic policies which have hampered the emergence of a true extension mission.

The Need for a New Concept of University Extension

4.18. The Mission team, therefore, has concluded that the first step towards the development of an extension that will more adequately fulfill the earlier expectations of the national and university educational planners, and that will begin to meet the needs of the people of Ethiopia, is the acceptance of a new concept of university extension. From an adequate conceptual base, a mission and policies can be developed which will revitalize extension.

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(1) A Forward Look: a special report for the President, HSI University, September, 1969, page 1-3.

Inflexible Academic Models

4.19. It is not surprising that extension has lagged at HSI University; it has lagged in the more developed countries also; and it has lagged in other newly developing countries. Indeed, since university institution-building has so firmly been in the hands of academicians, and has so inflexibly followed purely academic models, the situation could hardly be otherwise.

Towards a Fresh and Relevant Concept of Extension

4.20. There is a need to work towards a new concept of university extension for developing countries. There is need to postulate a new concept of extension in Ethiopia, a fresh and relevant concept built out of the cultures, needs, resources and problems of the people of Ethiopia. This new concept is proposed in Chapter 5.

CHAPTER 5. PROPOSED CONCEPT OF EXTENSION IN A DEVELOPING COUNTRY, PARTICULARLY IN ETHIOPIA

Introduction

5.1. The members of this Mission believe that a new concept of extension is necessary for Ethiopia. It is not enough to "borrow" a concept. We have all too often observed with dismay the borrowing of institutional models which - no matter how successful in the country of origin - were impractical or irrelevant to the culture, people, needs problems and resources of the borrowing country.

5.2. The very idea of a university itself must be carefully developed in each society. Even Newman's celebrated concept (if it ever existed in fact) does not wholly exist anywhere today because it does not fit modern society. Furthermore, as times and conditions change, the social, political and financial contexts change also. Universities which resist change and are fixed in the concrete of academic rigor mortis eventually become irrelevant and self-serving, rather than the instruments for social betterment that they were intended to be.

The Concept, Mission and Objectives of HSI University

5.3. The Imperial Charter of HSI University (February, 1961) contains this brief definition of higher education (Article 2, Interpretation):

> "Higher Education means education beyond the secondary school level, and includes post graduation teacher training and external courses."

Ten months following the granting of Charter (on the 18th of December, 1961) His Imperial Majesty Haile Sellassie I, founder and Chancellor of the University that bears his name, inaugurated the University. The Chancellor's remarks on that occasion go far beyond the language of the Charter in conveying the concept, mission and objectives of the University. It is important to review the expectations (the charge) of the Emperor-Chancellor in inaugurating HSI University: (1)

"We welcome you, the Professors, the Instructors, the Lecturers, to whom has been confided the task of leading our youth to higher levels of knowledge and learning".

"A fundamental objective of the University must be the safeguarding and developing of the culture of the people which it serves."

"Music, drama and other forms of art. . . their development . . . ancient literature . . . the heroic history of Our Empire . . . that philosophy of life which is the basis of our traditional customs."

"The immediate and practical aim of this institution . . . is to educate the Ethiopian youth and to prepare them to serve their country."

"Today, knowledge and training, as provided largely in the Universities of the world, have become essential . . . leadership and advancement . . . this University will produce leaders . . . special competence . . . to deal with the advancement of agriculture, industry, commerce and the civil service."

". . . constructive solutions to the problems that beset the modern world. . ."

"From the universities must come men, ideas, knowledge, experience, technical skills, and the deep human understanding vital to fruitful relations among nations . . . world order . . . to transcend narrow passions . . . to plan for the well organized and coordinated system of education, training and research which a university represents."

"Leadership here should be guided by the fundamental values and moral power which have for centuries constituted the essence of our religious teachings."

"Discipline of the mind . . . genuine morality . . . spiritual strength . . . a University is essentially a spiritual enterprise which . . . leads students into more wise living and greater sensitivity . . ."

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(1) Blueprint for Development, HSI University, 1970, pages 12-19.

"Educational institutions . . . exist to perform public services, and they are judged by the effectiveness and economy with which they perform these services."

"Plan . . . supervise . . . manage . . . the preparation of competent manpower, in useful research and in . . . technical and moral leadership. . . as rapidly as possible . . ."

"We would ask that extraordinary emphasis be placed on the training of teachers . . ."

"The study of humanities . . . human cultural achievements, human rights and duties, human freedoms . . . the understanding and judgement necessary to a sound philosophy of life, to the making of wise choices . . ."

"Our Empire has need, in its courts, its government, its commerce for well educated lawyers . . . the training of doctors . . ."

". . . we should not forget the obligation and the opportunity which the University will have with respect to the older citizens . . . to the Extension of (this University's) usefulness to the entire population . . . according to our wish . . . to serve every qualified citizen . . ."

"Maintain the highest standards . . . work together in harmony . . .contribute to the advancement of knowledge . . .be scholarly . . .pursue research . . ."

". . .each student . . . devote himself to the development of mind and body . . . mental and physical prowess . . . to be better able to serve his country . . . in deligent studies, prepare yourself for service . . ."

5.4. Dr. Harold Bently, Acting President in 1961, asked "What kind of University is this aimed to be? First and always," he replied, "it is to be an Ethiopian University, designed, built and operated to meet the present and future needs of Ethiopia. (1)

5.5. A decade later, President Aklilu Habte further elaborated the concept of the University: "Universities as institutions of learning must be able to shape ideals into realities, and thus attend to things more mundane and relevant to the needs of the societies around them. . .(The University's) role therefore is not only a search for the abstract truth, but an involvement in the problems of the society which it is destined to serve and in which it functions." (2)

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(1) The Last Decade, HSI University, 1972, page 56.

(2) The President's Report, HSI University, 1969-70, 1970-71, page 2.

5.6. The citations above provide a broad conceptual framework for HSI University - its mission and primary objectives. We see that the University is not conceived as a narrow and elitist institution removed from the mundane and practicel, and serving only a priveleged few. Rather, from the beginning, HSI University has had the obligation to be concerned with and supply knowledge and resources for the improvement of society, the solution of practical problems; it was conceived, in other words, as an instrument of development in Ethiopia.

5.7. As Chapters 2 & 3 have indicated, the larger concept of HSI University as an instrument of development has not yet been realized. The chief university mechanism for achieving this larger mission is University Extension, the concept, mission and objectives of which have remained relatively undeveloped. Perhaps the classical academic model chosen for HSI University was inappropriate. The social-public-service-extension concept of a University is of relatively late development in higher education. Even in more developed countries the concept has not fully matured.

What is Extension?

5.8. There are many concepts and models of Extension. Most traditionally perhaps, Extension has been viewed as a lateral extension of the university program to those who are outside its cloisters. A curious thing happens, however, in implementing Extension in many universities. A university may have a fairly comprehensive view of its social or intellectual mission, but when planners arrange for the extension of the university to the outside, they tend to perceive only the extension of the existing programs that were developed for youth (i.e. certain credit/degree programs). Hence they overlook the extension of the university as a social invention which, in its largest sense, monitors all of society, accumulates unique resources for recording, studying and analysing all human activities and problems, and exerts on individuals and society a steady, critical and analytical pressure for improvement through teaching and applied research.

5.9. Because universities begin with the assumption that their clientele is youth, the programs and curricula they offer are directed towards the subject matter that youth (inexperienced, unmotivated, often naive) require to become knowledgeable about the realities of life, occupations, professions, society, problems, and the aims and ways of mankind. Hence, when Extension is perceived as a lateral moving out of university programs to those outside, there is at once an inconsistency. Those outside in need of university education are primarily adults; they are not as inexperienced, unmotivated, or naive as youth. They have objectives, qualities, resources and motivations quite different from those for whom university courses were at first intended.

5.10. Hence, Extension must, first of all, be conceived as more than the providing of access for outsiders to the programs and curricula designed for youth. The entire spirit - the entire concept - of the university must be extended, through various types of special (i.e. Extension) programs and curricula to the varied populations and client groups that lie outside, and which are the financial, social and political support for the university. Extension, then, is the outward projection of the university itself. It is the means, embodiment and image of the university away from its campus. It is the expression of the university mission and presence throughout the Empire. Through Extension the boundaries of the university become the boundaries of the Empire.

5.11. The mission of Extension and its specific objectives, therefore, must be derived from the total mission and objectives of the university, and from the national needs and aspirations which must be the animating force of the university. Extension's mission and objectives will differ obviously in the degree of specificity in the delineation of external client groups, in programs and the means of educational diffusion and communication that Extension requires. One other less obvious but more crucial difference must be cited: the difference in philosophy or rationale between extension and the university of which it is a part.

5.12. We have said that Extension is the projection of the university itself. This statement is true but it may obscure the basic difference between Extension and the university by implying an absolute identity of mission and philosophy. Mission and philosophy are not identical; but the mission of Extension is derived from that of the university as a whole (including Extension) and carried out in a philosophy that is uniquely Extension's responsibility. Specifically, knowledge in the university as a whole is properly pursued as an end in itself; but in Extension, knowledge is a means to another, greater end - the improvement of life itself; knowledge and research applied in the lives of people. There is a profound difference between the pure pursuit of knowledge for its own sake, and knowledge used as a means for individual or community betterment.

What Does Extension Do?

5.13. Extension's mission requires that it serve the university, the Empire and the people. For the university, Extension provides feedback communications links from the country as a whole, an impact of needs, problems to be solved, the aspirations and expectations of the people and the Empire, without which the university could not be viable in Ethiopian society. The feedback and inputs must come from Extension personnel out in the field, in direct touch with the people. "Reading" the state of a nation cannot be done from the campus, nor is programming for a people successfully accomplished without direct involvement through local and decentralized personnel. Extension becomes the sensitive antennae of the university - probing, analysing, recording, transmitting the societal needs to the expert considerations of the

university. Extension draws upon its own and the total academic resources of the university to formulate programs, which are then diffused outward to the society and people. While separate in structure and organization, Extension is integral within the university. Unless it is so it cannot express the spirit and concept of the university itself. Not an add-on function of the university, it is the engine which powers the vital two-way flow of information, instruction, research, services and administration which enable the university to achieve its mission, to be continually viable and relevant in Ethiopian society, and to fend off any internal university tendencies towards isolation.

5.14. For the Empire, Extension supplies the sensitive access mechanisms which transmit needs, problems, aspirations and expectations to the resources that can act upon them. To be sure, without a developed University Extension, the agencies of the Empire can make demands upon the university. The Board of Governors, the President's and Dean's offices, the departments and individual faculty members are in theory accessible to the Empire. Yet the history of institutions of higher education has shown that the very nature of a university and its protected and independent status (essential for ensuring an untrammeled search for truth) works against its accessibility. Hence, universities which have not developed the Extension concept grow more and more remote, and in many instances become irrelevant to the total society. The society which supports the university is then frustrated in its need to link the university with its own reality, and begins to diminish its support of the university and/or create other institutions to fulfill the needed relationships and services.

5.15. For the people, Extension is the visible and tangible evidence of the University's presence where they live. (For those youth and others who are fortunate enough to be able to go directly to the university at its campus the presence of Extension is no problem, but a reminder of the fact that - later on in life - they will be able to continue a relationship with the university without returning to the campus.) For youth who were not able to qualify or could not arrange to go directly to the university, Extension is a source of guidance and advice on continued educational development. For adults who are working, married and otherwise engaged in activities which cannot be given up, Extension is a "second chance" to take up educational opportunity on a part-time basis, whether for formal degree work, vocational improvement or personal satisfaction. For teachers, social workers, government officials, labor, business and industrial management, Extension is the source of specialized formal and informal education for continued growth. For other professionals, (physicians, lawyers, pharmacists, nurses, veterinarians, accountants, engineers, and other highly training specialists) Extension is the direct means of continuing, post-graduate and professional education carried on part-time in conjunction with professional work which cannot be abandoned for a return to the campus. For rural workers, managers and community development personnel, university and agricultural Extension, collaborating together, are opportunity for a rounded educational program focused on the land and its people. For persons

in the Armed services, often remote from educational resources, Extension is the link to the civilian realities and opportunity, even while in service, to continue preparation for civilian careers and enterprises. For women who are homebound, for institutionalized persons, Extension is the channel that reaches directly into home or institution to encourage individual development and provide learning experiences on many levels. For pupils in the schools or for the illiterate, Extension may be the teacher or the social worker whose skills and talents were upgraded through extension, or the materials which were developed or diffused through extension.

5.16. Under this comprehensive concept of Extension, the university thus fulfills its role as a major animator of Ethiopian life and aspiration. Extension is means, mechanism, channel, medium between the university and society. But, as Marshall McLuhan has suggested, "the medium is the message"; so while Extension expresses the university's concern, knowledge, expertise and presence, Extension itself has its own character and quality that shapes the university's message to fit the life styles and learning needs of the university's varied publics away from the campus, throughout the Empire.

How is Extension Implemented?

5.17. It is a truism that function should determine form. But because models exist which succeeded in other times or other places, newly developing institutions sometimes select models for development before the institutional functions (derived from concept, mission and objectives) have been determined. A model selected in this way then works in reverse of the principle stated above; the form predicts and prescribes the function, whether the function is appropriate or not. Or, institutions which have selected inappropriate models sometimes find that the functions it desires to carry out cannot be instituted, simply because the model is conceptually weak and the form does not permit the desirable development.

5.18. The Mission believes that the documentary evidence of the development of HSI University, and of the Extension program that exists, suggests that an inappropriate Extension model has been followed. Elsewhere we have spoken of an undeveloped Extension concept, as well as undeveloped Extension programs, and of the numerous constraints which have quite effectively (though perhaps not intentionally) prevented the evolution of an Extension which matches in program the lofty concepts of the University-in-service-to-Ethiopian-society which ring through the founding and early developmental literature of HSI University.

5.19. Implementation of the university's stated purposes through Extension demands the elaboration of objectives which itemize the general and specific activities derived from concept and mission. The objectives are implemented by activities called program or project. But to mount activities intended to achieve purposes and objectives, an institution must have structure and organization, personnel and finance, academic and administrative processes. Form emerges to enable the institution to accomplish its purposes, its functions.

5.20. According to the 1971-72, 1972-73, General Catalogue of Haile Sellassie I University, the objectives (aims) of extension are:

1) To offer educational opportunities to adults unable to attend regular University classes in Addis Ababa and in some other important centers in the provinces.

2) To provide various specialized diploma and certificate programs of study to enable individuals working for the government or private organizations to be competent and efficient in their respective professions.

3) To offer secondary level courses in certain subjects to prepare students for ESLC examinations.

4) To provide lectures and seminars that are of interest to the public.

5) To stimulate and encourage life-long learning at all levels.

5.21. In the most recent faculty legislative enactments on University Extension (1967) the purpose of Extension is stated as follows:

University Extension

Purpose: The urgent, compelling need for educated Ethiopian men and women requires that Extension be viewed as a primary function of the University. Part time degree and diploma programs within the formal academic framework must, then be of the same quality and scope as full time programs. They will be so only if part and full time programs are fully integrated - integrated in the sense that admission requirements, the curricula, the content of the individual courses, the level of teaching, the examinations, the grading standards, and the levels of achievement required for a degree or diploma meet the same University standards. The integration can be achieved only if the colleges and faculties assume their responsibilities for the part time degree and diploma programs offered in their fields.
Assigning certain responsibilities for part time degree and diploma programs to the colleges and faculties will enable the Extension Division to assume additional roles in the areas of formal and informal adult education.

The function of University Extension is given as:

ii(2) Function of University Extension

It is the function of University Extension to identify the educational needs of the adult population of Ethiopia and to make provisions to meet these needs by (1) proposing in consultation and full cooperation with the appropriate Faculty, programs leading to the University degrees and diplomas and (2) organizing and offering (a) certificate programs, (b) vocational and professional courses of high priority not on the University level and not locally

available, (c) courses on the secondary school level for those who are unable to attend regular secondary schools in provincial centers only, (d) lectures, seminars, and related cultural activities, including use of television and radio presentations, (e) correspondence courses not on the University level.

5.22. The Mission does not suggest that the objectives, purpose or function of extension as stated in those documents are inappropriate. We are of the opinion, however, that

1) The goals and functions as stated are narrower than the needs of the university or the Ethiopian society;

2) they do not approach in scope or intent the broad and lofty aspirations that are documented in the development of the university; and

3) the implementation of even these goals and functions has been hampered by university policies and procedures instead of being helped by them.

Extension Objectives and Functions Drawn from Needs

5.23. The Mission is convinced that Extension objectives and functions must be the product of Extension and the University, cognizant as they are of university and national needs. It would be presumptive and inappropriate for persons outside Ethiopia, and not subject to the facing of consequences, to propose specific Extension objectives and functions. Consequently, we call attention at this point to areas of need which may properly be considered as the source of possible objectives and functions in the development of Extension:

1) The need to develop personnel who can assume leadership and coordinate work within the various literacy programs now operative within the country.

2) The need for professional and paraprofessional personnel throughout the country, and for the continuing professional and paraprofessional education of these already in service.

3) The need of persons in remote areas and villages for access to educational opportunity at all levels, opportunity which must be accessible within the life styles, experience level and convenience of those persons.

4) The need for conservation of resources in a country in which resources are in short supply, a need which suggests a corollary need -

5) The need for coordination and collaboration among the various governmental, private and university programs dealing with problems in Ethiopia.

6) The need for decentralized administration of government through expanded roles and responsibilities for the Awrajas.

7) The need for upgrading, re-education and continuing education of government workers.

8) The need for development of a national sense of the urgency of citizen participation and responsibility in government in order that decentralization may succeed.

9) The need for improved labor and management practices as an essential element in the economic growth of Ethiopia.

10) The need for instructional systems which are capable of freeing teachers and learners from the tyranny of the space/time requirements of conventional schooling and which are consistent with modern theories of learning for all ages.

11) The need for continuing demographic studies of citizens in Ethiopia as one means of determining educational need.

12) The need for evaluative systems inaugurated with each type of program.

13) The need for an attractive and effective career-line for persons who work in extension, full or part time.

14) The need for extension staff development programs aimed at both full time and part time Extension personnel.

15) The need for an effective materials development, media and technology center serving extension and the university.

16) The need for an effective materials collection, storage, retrieval and dissemination center serving extension and its publics.

17) The need for an extension financial policy which is consistent with and comparable to that for the University as a whole.

18) The need for academic and administrative policies and processes which fix and do not diffuse authority and responsibility, but that also provide adequate review and approval procedures where essential.

19) The need for the development of performance/proficiency type examinations to replace conventional subject examinations as a means of certifying learners for competency in employment.

20) The need for more open admission policies to encourage persons who have not had formal opportunity, or good preparation, to continue learning at all levels.

21) The need to develop programs, including internships, for the in-service learner in many occupations and professions; and

22) The need for in-service and internship programs in extension and related agencies and organizations, accredited towards academic as well as career advancement.

23) The need to engage the mature citizen's motivation and sense of relevancy as powerful drives for further learning.

24) The need to develop for Extension a policy formulating body which is representative not only of special interests, but more particularly of the major sectors of public need.

25) The need for the university to see the comprehensive extension as a "social laboratory" in which regular students may serve and gain experience.

26) The need to relate once more the Ethiopian University Service to Extension as a source of training and experience for students, and as a resource for conducting various kinds of extension work.

27) The need for consumer education in Ethiopia.

28) The need to coordinate University Extension with Agricultural Extension for mutual strengthening and broadening of educational opportunities to farm and urban workers.

29) The need to improve child development, health care and disease prevention throughout Ethiopia.

30) The need to pace industrial development with equal attention to the problems of value and cultural erosion.

31) The need for a systems approach in the design and development of a phased University Extension program.

5.24. All of the areas of need mentioned (and others that could be supplied by persons more intimately acquainted with Ethiopia than the Mission team) may be appropriate sources for Extension objectives and functions. Obviously, no organization could attack all areas of need at once, so the requirement of a continuing developmental role for Extension in the years ahead seems imperative.

Concept Implementation within University Extension

5.25. Implementation of the concept/mission/goals of the HSI University vis-à-vis Ethiopian development would require the invention of Extension if this agency were not already present. As has been stated, Extension must be extensively remodeled to fit the comprehensive role that is perceived for it, and the manifold functions and activities related to national development that extension will carry out. The brief notes following are intended to suggest the areas of remodeling that are necessary for University Extension.

Academic

5.26. Extension's academic structure must be developed so as to serve its comprehensive role. A separate Faculty for extension is needed; a new Academic Commission including both academic representation, comparable to the Commissions of other Faculties, and broad representation from other agencies and organizations representative of program areas and client groups; a clearly defined and attractive career line in extension; new links (via joint appointments) with residence Faculties; greater use of adjunct professorships to tie in professional level personnel throughout the Empire as needed; autonomy in developing extension programs, formal and informal.

5.27. The Mission questions whether the present formal degree programs in the evening are truly Extension. These seem to us to be day-residence programs only, made available through Extension for part time adult learners. As such, we suggest that these day programs be retained by residence, permitting part time learners who want the day programs to enroll in such programs directly with residence, which would spread its day programs into the evening for the convenience of part time learners. If this is done, Extension can be freed to develop programs that are especially designed for the part time adult learners throughout the Empire, using a variety of instructional media: class, correspondence-radio, summer seminars, etc. Such formal Extension programs will lead to degrees, diplomas and certificates, but will be different from the day school programs because designed for a different, more mature learner group, and for different objectives. In the certification of degrees, diplomas and other programs, titles or designations of courses and curricula should be clear enough so that no designation regarding programming authority (extension or residence Faculties) should any longer be needed.

Instruction

5.28. Inasmuch as intelligence and needs (in Ethiopia as well as elsewhere) are randomly distributed throughout society; and inasmuch as independent learning as presently understood is as appropriate to Ethiopians as to others, the Mission believes that the instructional system of extension must be geared to the differences of life style

and habitation of Ethiopian learners. The age-old barriers to learning that were implied in the Platonic model (congruency of space and time; i.e., a learner had to occupy the same space at the same time as his teacher) are an anachronism today, even in Ethiopia. It is irrelevant whether teachers and learners face each other, eyeball to eyeball, earpan to earpan, for teaching and learning to take place. Many of the most inefficient characteristics of conventional education owe their continued existence to the reverent application of the Platonic model, long outmoded.

5.29. Instead, teaching and learning must be perceived as separate acts, vested as they are in separate individuals. Modern psychological theory amply substantiates the independent learner approach, and removes the ancient assumption that learning is an event of social interaction.

5.30. Consequently, extension is obligated to develop instructional processes that are appropriate to the learners served, their motivations, life styles, values, and relevant needs. Correspondence study combined with radio (and other media/ technology as available) can be blended with class formats, discussion formats, seminars, laboratory work, field exercises and internships, allowing all students a multi-channel approach to learning that is demonstrably more stimulating and effective than a single stage learning model.

5.31. Special internships, using the Empire as laboratory for educational, social, governmental, agricultural, and other kinds of work, should be worked out with residence Faculties for credit for residence students (perhaps in lieu of or in connection with, direct National Service). Special institutes should be developed jointly by residence and extension Faculties to provide focused educational and training programs in areas of high national need, leading to diploma/certificate rewards for learners. A special program of instruction and service should be worked out as a part of the Ethiopian University Service, as outlined in the next section.

The Ethiopian University Service and National Development

5.32. The concept, mission and objectives of the E.U.S. are akin to Extension. Hence it is essential that the E.U.S. be examined carefully to determine its contextual relationship to Extension. The Ethiopain University Service (E.U.S.) was established in 1963. Originally the idea was to provide for a program enabling university students to use their leisure time (i.e. the Summer, Christmas and Easter vacations) when they could participate in community service programs in their country. The E.U.S. offers an opportunity for students to serve their country in return for the free education provided by the country. In an academic sense it (a) enables students to get acquainted with the realities of the Ethiopian situation and to obtain useful information for their graduating essays, (b) serves the university as a source of feedback for information and (c) makes the staff conscious of the

problem areas requiring research efforts.

5.33. With the foregoing concept and objectives, implementation may include the following:

1) Placement would be so diversified as to assign students not only for teaching purposes in the rural areas but also on the basis of their own fields of competence. (It is, of course, recognized that with the rapid expansion of both primary and secondary education in Ethiopia, Ethiopian University Service could help resolve the problem of recruiting teachers to meet expanding needs.)

2) Students should be assigned to development projects which focus on an interdisciplinary approach.

3) A series of community programs should be provided which will anchor academic background studies to a focus on development problems.

4) A close liaison should be established with employing agencies and ministries to facilitate planning for placement and employment following graduation.

5.34. Participation in Ethiopian University Service is an academic requirement, and as such is compulsary, though some students may be exempted (provided that they are employed either in the civil or military service, or have served in rural areas for at least six years prior to their admission to the university). Special arrangements are also provided to students who are physically disabled, or have dependents. Normally students go on Ethiopian University Service after having completed three years in the university. Departures from this practice operate in the case of the Faculties of law and technology, in which subjects the students are assigned after four years of study. Upon their return from Ethiopian University Service, students are expected to write graduation essays.

5.35. During the academic year 1970-71, out of 477 Ethiopian University Service participants, 346 were assigned to teaching posts (Public 333, Private 13) and 131 were assigned to non-teaching posts (Public 112, Private 19). Students are placed with the public school system, agricultural development schemes, community development programs, Ministry of Justice, governmental corporations and a number of other governmental agencies. The committee of assignment for teaching posts consists of officials of the Ministry of Education and officials of Ethiopian University Service. The Committee takes into consideration overall manpower needs and the choices and competence of students, and matches these two. The Ministry of National Community Development and Social Affairs has been taking students on Ethiopian University Service since 1964.

Students from the School of Social Work, the College of Business Administration and the College of Agriculture were used by the Ministry in community development projects, in the Department of Cooperatives and in the commercial farm projects of the Agro-Industrial Department.

5.36. Ethiopian University Service is administered by the Ethiopian University Service Office, which is an integral part of HSI University. The E.U.S. standing committee of the Faculty Council, and the Director of the Ethiopian University Service have these powers:

1) To promulgate general regulations interpreting and implementing the statute on Ethiopian University Service;

2) To provide procedures for hearing by a special committee of disciplinary cases; and

3) To develop ways and means for consultation with the students in connection with the programs and to provide for effective orientation of them, and to their "employers". The Committee has jurisdiction on policy matters regarding suspension, living allowance, student participation in planning and administration of programs, and evaluation of the program on the whole. The Director is appointed by the Principal of the University and reports as an academic administration officer and to the President and Vice President.

5.37. Before students are assigned to agencies, a contractual agreement is entered into between the employing agency and the Director. Students then assigned are put under the immediate supervision of the employer to whom they are responsible. Additional supervision of a technical nature is provided by the university itself.

5.38. The Ethiopian University Service is financed by the government through budgets allocated to HSI University. Approximately $40,000 U.S. is allocated annually for Ethiopian University Service. This amount covers administration expenditure, supervisory costs and medical care for all the participants. Subsistence allowances are paid by employing agencies at the rate of $70.00 U.S. per month, plus transportation and return journey at the termination of the assignment.

5.39. Participants in Ethiopian University Service are given a special kind of orientation suitable for rendering service to a rural community. As a general rule, given the socio-economic origin of students at the HSI University, a large number of students embark upon their assignment with a desire to be instrumental, effecting social change and studying human problems at first hand. The orientation program consists of a set of subject matter areas raising a wide variety of questions and issues about the Ethiopian society in general, and its rural communities in particular. The orientation is presented with an interdisciplinary approach, covering various

aspects of development and relating to problems of stimulating change as well as to the problems and opportunities of technical assistance. The program, today still in the experimental stage, was first given in Summer, 1969, over a period of three weeks, with no sanction attached to it. Later it was decided to offer this program for one credit per semester, during the regular academic year. The orientation does not cost the university any more than is allocated in the operating budget.

5.40. Although in some provinces students have succeeded in either initiating or participating in self-help programs, by and large such intense community involvement, "is an exception rather than a rule". However, attempts are continually made to design programs which would make it possible for students to be associated with community action programs. For example, a proposal for "A pilot scheme for an interdisciplinary action program for moral development" is being studied by the authorities concerned. This scheme is directed towards enabling the University "to reach further into the hearts of the community and make more concrete contributions to national development". A suggestion was also made that the Ethiopian University Service should, in cooperation with the Ministry of Education, sponsor "a self-contained type of program of education in rural areas" It is also suggested that the service aspect of education should be emphasized together with a "self-search" aspect of extension education.

5.41. Though no national youth policy has been developed in Ethiopia, a number of organizations provide a variety of services for youth: the National Scouts Association, the Form T Clubs, the YMCA, the YWCA, the Ethiopian Child and Family Welfare Association, the Ethiopian Orthodox Church, and other denominations, have their own youth programs. But no central agency for coordinating programs and activities of the various organizations exists at present. Recently an Ethiopian Youth Service has been initiated as a voluntary organization that seeks the moral and material support of the public.

5.42. However, the Task Force on Aspects of Higher Education for the Educational Sector Review recommends that all plans of National Service, including the Ethiopian University Service, be placed in the hands of a new agency to be designated the National Service Commission. The Task Force further recommends that a program of Ethiopian National Service (E.N.S.) be opened initially on a volunteer basis to all secondary school learners. Later, it may become compulsary and be given a unilateral program. Participants could be given a choice of projects in which to participate. It is recommended that those entering Ethiopian National Service should receive first consideration for admission to higher education should they qualify academically. Those who lack in academic qualifications would be given opportunities to study during their service period, by correspondence courses or other means, and would have a second chance to qualify for admission to higher education. Both government and private enterprises would be eligible to employ Ethiopian National Service personnel. "Employers" would meet at

least minimum standards for working, living or employee relations conditions. Participation in Ethiopian National Service should provide a sense of pride and accomplishment in having contributed to the development and welfare of the nation.

5.43. The Mission suggests that, whether the E.U.S. survives or evolves into a new E.N.S., University Extension ought to be, if not its home agency, at least one of its strong developers in a collaborative role with other interests. Only in a comprehensive Extension will be found the interdisciplinary philosophy, skills, field and administrative expertise, social agency and employer relationships, and communications resources that will be required to carry out so large and complex an operation. Furthermore, the service concept is in reality an Extension concept; it would cost less to return the program to Extension (where it once was) than to develop a separate agency.

Research

5.44. Research is as indispensable in Extension as it is in residence Faculties, and essential in the development of substantive knowledge for problem solving, extension teaching/learning, and programming. Research opportunities are also important in creating attractive extension career lines.

5.45. Extension research, however, will emphasize the application of knowledge to problem solving; it will be research that derives from practical considerations of usefulness and relevancy. Thus Extension will stand next to residence as the implementation and application arm of the university, putting to work in society the knowledge generated by pure research. Continuing program evaluation will be a function of the extension research unit.

Collaboration/Coordination

5.46. Because Extension is created to stand between the residence Faculties and the Ethiopian society, transmitting and transmuting the knowledge of the Faculties to the people for practical purposes, extension must become an agency highly skilled at collaboration and coordination. Extension will rarely, itself, have the skills, knowledge and resources to carry out programming in the many areas in which it must serve. Consequently, it becomes a bridge, a collaboration, a coordination for all those other agencies (university and outside) whose personnel and resources it must use, direct, channel, integrate and evaluate for program effectiveness. In the absence of any other social agency with this collaboration-coordination function, Extension assumes a unique and indispensable role.

Media/Technology/Communications

5.47. The mediated instructional programming essential for extension requires the development of expertise in both the software and hardware employment of media, educational technology, and the arts of communication. Distant learners will be the primary target of extension. However, rather than develop separate systems of communication, Extension must practise the law of conservation of resources, and link itself (through the skills of collaboration and coordination) with those systems that already exist. Extension's needs thus will cause the strengthening of the present mass communications center, and the telecommunications units found in other agencies. Multiple-use systems will result, saving the replication/duplication of systems already paid for.

5.48. The Mission sees a need for radio time for Extension that will very quickly exhaust the air-time potential of the present Ethiopian radio system, and the projected nine station system in the AM frequencies. Consequently, we recommend that national consideration be given to establishing the new network in the FM band. The Swedish team which recommended the new AM network may have done so because Ethiopia's mountainous terrain - in the absence of any compelling reason to employ FM - will pose fewer technical problems and cost less than FM transmissions. However, if the needs of Extension for air time, beyond that which can be yielded by a single channel AM system, are considered, it may be more economical in the long run to go to FM now. If this can be done, the FM band can be multiplexed so as to provide two to three times the transmission capacity for Extension (and other high priority radio programming) plus a multiplex band for slow scan video, which is cheaper than regular television and satisfactory for most instruction except that requiring rapid motion.

5.49. An Extension unit composed of personnel with expertise in all aspects of instructional technology and systems design (including evaluation) will be needed, focusing of course, on correspondence education, the oldest of the mediated systems of instruction. Materials (software or courseware) development - for all media used in flexible coordination - will be an essential activity for this unit, as well as staff training and development.

Student Services

5.50. Extension has not yet developed the kinds of student services needed by its varied clientele. These include advising/counselling; how to study and learn; self checking evaluation devices; materials diffusion systems and centers; the use of summer or vacation sessions; the provision of cultural, artistic and value-oriented activities to supplement the instructional program; records, fee and other services.

Buildings - Facilities

5.51. Extension's needs for space and facilities are not adequately met even at the present level of development. As Extension's comprehensive educational role for development is undertaken, special buildings and facilities will be required:

a) Specially designed administrative/academic/teaching/learning/communications centers - at all the sites selected for Extension Centers

b) special communications equipment, and production units for print, radio, visuals, etc. (These should be developed in collaboration/coordination with the agencies already using media and technology).

c) materials development centers for collecting, developing, organizing, storing, retrieving and disseminating instructional materials of all kinds

d) mobile equipment to serve as teaching centers, laboratories, broadcast units, etc.

How is Extension Financed?

5.52. The Mission believes that the principal of comparability of support should govern all financial arrangements for all units of the university. The present system of providing education virtually free to full time youth students, and charging part time adults, is indefensible. A level of subsidy and self-support for all university operations should be set; no one thus would receive educational opportunity absolutely free; and no one would be exploited to provide more than his rightful share of costs. Furthermore, faculty members in Extension should not be expected (through low salaries, overloads, inadequate facilities, etc.) to provide a hidden subsidy for Extension, as is the case now.

5.53. If Extension can be financed on a comparable basis, then the Mission foresees not only direct government/university appropriations, but also outside funding for the development of special facilities and programs from:

a) business-industry

b) foundations

c) bilateral assistance agencies

d) ministerial funds

One important source of funding that should be developed is that of scholarship and loan funds for Extension students. Extension will be serving in many cases the most impecunious persons in society; it is essential that funds be available for sustaining the learning of such students, as well as for those privileged to attend full time.

5.54. Business/government/industry should be encouraged to provide support to employees via reimbursement for successful completion of programs, even costs of materials, or the provision of paid time for on-the-job learning if other forms of assistance are not possible.

5.55. Society is the co-beneficiary of whatever learning an individual undertakes; and since society taxes any improved earning capacity, society ought to provide an input to assist in the funding of an individual's continuing education.

5.56. "Capital investment" in the past has generally meant investment in fixed assets - buildings, equipment, land, etc. The term is now moving into a definitional frame which wisely includes education and the training of the labor force. The experience of France, Denmark, Federal Republic of Germany, the U.S.A., etc. point to the necessity in countries where full-employment is a national goal that continuing education be perceived as a capital investment.(1)

Administration

5.57. Extension's administration must have the authority to go with the comprehensive educational responsibility implied in the comprehensive concept suggested. At present, authority in Extension is diffused through too many offices and committees, and Extension has as a result almost no initiative in developing programs. Furthermore, the present structure too much removes accountability from Extension, whose program and development aspects are too completely in the hands of non-responsible bodies and processes. Consequently, the Mission has worked out a new administrative structure which applies the principle "form follows function", and which will enable Extension to fulfill its role while remaining fully accountable to the university. Authority to develop programs provides accountability to the university (and eventually to society); these must be clearly present in the Extension structure and organization.

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(1) See Herbert E. Striner, Continuing Education as a National Capital Investment, Upjohn Institute for Employment Research, Washington, D.C., 1971.

Extension's Clientele

5.58. Potentially extension's clientele of learners could touch, directly or indirectly, every segment of Ethiopian society. As we have said before, intelligence (a requisite for learning) and needs (the motivation for learning) are randomly distributed throughout any society. Conventional schools and universities, however, are discreetly provided in space and time so that the great proportion of Ethiopian society is literally without learning opportunities when and where needed. It is Extension that fills the empty interstices of the conventional educational system, providing continuing education for society.

5.59. Some client learners will be taught directly - those on the post secondary and adult levels; others at lesser levels will be reached indirectly, through teachers trained by, and learning materials developed by, Extension.

5.60. Extension is the means by which the university carries out its development thrust through the engagement of the clientele in Ethiopian society. It is that arm of the university which keeps the university viable, growing, developing and relevant, a partner in the problem solving and proper development of the Empire. Chapter 6 proposed specific recommendations for implementation of this extension concept.

CHAPTER 6. RECOMMENDATIONS

PART A: RECOMMENDATIONS CONCERNING STRUCTURE, ORGANIZATION AND ADMINISTRATION OF UNIVERSITY EXTENSION

6.1. The Mission's recommendations, specific and general, are presented in six parts, followed by a concluding statement. Parts A, B, C and D contain specific recommendations, more in the nature of guidelines than specific steps to be taken. Immediately following Section E, a Chart of the recommended Extension structure and organization is presented. The Chart reflects the comprehensive concept of Extension that has been proposed, and suggests the structure and organization recommended to relate Extension to the HSI University administration and faculties on the one hand, and to the target populations of Ethiopia on the other. Extension, institutes and the diffusion and access systems employed, are thus plainly the means by which the university itself is linked to the Ethiopian society.

6.2. Recommendations are numbered R1, R2, etc.: to reduce redundancy, the paragraph numbers referenced in parentheses after recommendations, or in the text, refer back to discussions earlier in the Report that bear upon the subject discussed.

R1. That in accordance with Article 26 of the Charter, an Extension Faculty be established.

(Ref. 3.4; 5.26)

6.3. It has been suggested in this report that the present extension program is constrained by the administrative framework in which it operates. If it is to develop with a more liberal concept of extension, then it must have the appropriate administrative machinery to ensure that it will achieve its objectives, an administration that will be able to act with authority, and a faculty capable of carrying out the duties assigned and equitably rewarded for success and excellence.

6.4. The Mission has noted that the question of an Extension Faculty has been referred to in previous reports and documents, and sensed no active opposition to the recommendation. The Mission endorses the proposal contained in the report of Task Force 13, (p.24), that the Extension Faculty became the twelfth Faculty of HSI University.

R2. That the Extension Faculty be responsible for developing courses leading to a degree, diploma or other award of the university.

(Ref. 3,27; 3.31; 5.27)

6.5. One of the implications in the establishment of an Extension Faculty would be that, in time, it would develop its own courses leading to degrees, diplomas and other awards, although initially, it would adapt courses offered regular students to meet the needs of extension students. The effect of this change would be to destroy the principle that extension must be an exact replica of the regular day course, a principle which fails to provide courses relevant to the special needs of extension students.

6.6. The Mission recognizes that the university community must be concerned about its academic standards, and that rightly or wrongly there will be some misgivings about a degree course prepared, taught and examined by the Extension Faculty for off-campus learners. Consequently the Mission has suggested safeguards for control of quality that will be seen when the total proposals are examined. The appointment of highly qualified academic staff, on the same basis as staff for other faculties, the strengthening of the academic commission, the coordination with deans of other faculties, the linking of the extension faculty to the faculty council and to a vice president - all these will ensure extension as they do for day instruction, that the recommendation of the Extension Faculty for the award of a degree or diploma, will meet the university's standards.

R3. That full and part-time teaching staff be appointed to the Extension Faculty.

6.7. If the proposals in the report are adopted it follows that the Extension Faculty, as other faculties, must have its own permanent teaching staff. The Mission examined various models from other countries with reference to this problem. In some models, extra staff is appointed to residence departments specifically to teach Extension students, but the Mission does not recommend this expedient because to do so creates a condition of conflict of interest and purpose in the Extension person and the residence department, and provides no clear career line for Extension. Appointments made directly to the Extension faculty for extension work follows the time-tested personnel policies that work best throughout the university. There is no person or purpose conflict, and the career line is clear. This in itself should attract staff who are keenly motivated to teach adults. Further it leads to the establishment of a group of lecturers who, though teaching different disciplines, have in common the problems of teaching adults. Inevitably, this must lead to inservice seminars, discussion groups and staff development programs. The standard of teaching in the Extension Faculty will become first class by such activities and conditions.

6.8. There must be a clear career pattern for extension staff. While members of staff may be appointed initially at the lecturer level, there must be opportunities for them to be promoted to full professorships and to higher positions in extension, on the same basis as other academic staff. It is also important that the teaching staff in extension should not be isolated from their colleagues in similar disciplines in the residence faculties. Extension staff should be invited to departmental research and teaching discussions, and occasionally as guest lecturer to regular students, just as residence faculty carry on similar activities in liaison with extension colleagues. The Mission cannot emphasize too strongly that the Extension Faculty must not be seen as a mere appendage to the academic life of the university. If it is to succeed in its important and difficult mission in Ethiopian society, extension must be completely and equitably integrated into the administrative and academic structure of the university.

6.9. It is obvious that not many full-time extension staff can be appointed immediately, until courses and numbers are stabilized and the development pattern becomes clear. However, as the Report has indicated earlier there are several"part-time" lecturers now teaching 8 hours a week, close to a full-time appointment. Consideration might be given, first, to turning such positions into regular appointments in the new extension faculty. Until the number of students warrants a full-time appointment, it is recommended that appointments be made on a

joint basis between extension and the residence department. The lecturer should be appointed to Extension but made available for the teaching of day students in order to fill out his schedule.

R4. That a Dean of the Extension Faculty be appointed.

6.10. If an Extension Faculty is approved, this should be the first appointment made. The person appointed should be a person with wide experience in University Extension, with an understanding and appreciation of the use of extension in developing countries generally, and particularly with knowledge and understanding of the problems of the Ethiopian people. He must be a person with imagination, drive, initiative and original thinking to create and develop an organization which will be unlike other extension models and capable of carrying out the comprehensive mission of extension at HSI University.

6.11. The appointment of the Dean of Extension should be on a slightly different basis from that of other deans. Having selected and appointed the most competent person, it would be ludicrous to suggest that his appointment be subject to rotation, and that another person be brought in, after a short period. He must be given many years to develop the extension program. One would no more expect this position to be rotated than say that of the University Librarian or a Vice President.

6.12. Nevertheless, while the principle of rotation practised for other deanships seems inappropriate to the extension function, the Mission does not recommend life-time employment for the Dean of Extension. After perhaps ten years, an Extension Dean ought to be considered for reassignment within the University - to a higher administrative position where his special experience throughout the Empire can be put to advantageous use for the university as a whole, or to the Institute of Education, or similar agency, where his special competencies can be used in the education and training of adult/extension educators. An exceptional person may be requested, in unusual circumstances, to continue longer than ten years as Extension Dean, but the nature of the job tends to require new vigor at intervals, and the valuable skills and insights provided by extension administration are needed elsewhere in the university. The Mission would prefer a career track that avoids the naive simplicities of rotations on the one hand, and the deadening effects of freezing a person in a job, life-long, on the other. (Ref. 3.47; 5.58)

R5. That in accordance with Article 29 of the Charter, an Academic Commission be established for the Extension Faculty.

(Ref. 5.26; 5.28)

6.13. In accordance with university practice, and in line with university legislation, there should be a group of people appointed to consider the development program of the Extension Faculty and to advise the Faculty Council of its proposals.

6.14. It is intended that the Extension Faculty, through the establishment of an Academic Commission, should operate within the same administrative structure and academic processes as other Faculties.

R6. That Article 29 of the Charter concerning composition of the Academic Commission be amended.

6.15. The following clause should be added to Article 29 as it now stands: "(c) such other members of the University Staff and members of the community as the Faculty Council may from time to time approve." This is a simple procedural amendment to the Charter and could presumably be achieved without difficulty. The addition does, however, convey important implications not only for the Academic Commission of the Extension Faculty, but for all Academic Commissions of the University.

6.16. If approved, the amendment will enable the broadening of the composition of an Academic Commission from the present Dean and five members of the teaching faculty. As the Mission has stated, earlier, it was gravely concerned by the widespread criticism in the community that the university was too narrow, self-centred, isolated, and divorced from the interests and needs of the Ethiopian people. Evidence to the Mission from a variety of sources, of decisions made by the university about extension course structures and curricula, taken without prior discussions with persons or organizations involved or concerned, indicates a need for broader representation on at least the Extension Academic Commission. Without a strong policy making Commission more broadly representative of Ethiopian life and problems, there is danger that extension courses and curricula will not be relevant to Ethiopian development needs.

6.17. The Mission has taken the view that the university, like all educational establishments, is a social institution. It was created by the larger society for specific social purposes and thus must exemplify a close understanding of and relationship to that society's needs. The university exists to serve society in a variety of ways. For example, it is there as a repository of the cultural heritage - but so is a museum. It is there to meet the needs of society, at whatever

stage of social development that society might be. It is there to provide highly skilled manpower, to develop research and push back the frontiers of knowledge. Some advanced thinkers see the university as the conscience of society, standing in critical review of it, as a catalyst for social improvement. (Ref. 5.13 above).

6.18. The university has no future as an ivory tower or academic monastery. It must look outward to society, it must invite ideas and proposals from society. Only thus will it work in harmony with and serve the needs of society.

6.19. Nowhere is this of greater importance than in extension. It would be presumptuous indeed for the Dean and five staff members of any Academic Commission to determine the needs and interests not only of the university community, but of the whole Ethiopian society as well.

6.20. By recommending the broadening of the (Extension) Academic Commission, the Mission endorses the proposal made in the second report of the Advisory Committee (p.27): "That in order to coordinate the various activities and courses, it proposed that all such courses should be placed under an administrative committee. . . membership of this committee to include representatives of interested parties, including government agencies and extra-university institutions concerned with post-secondary education." The Presidential Committee on Planning made a similar recommendation (p.36).

R7. <u>That the Faculty Council invite specific officials and representatives of organizations to sit as members of the Academic Commission for the Extension Faculty</u>.

6.21. The following university officials and personnel should sit on the Extension Academic Commission: Dean of Extension; Assistant Deans of Extension; Members of staff of the Extension Faculty elected by members of that Faculty; Representatives of the Extension student body elected for this purpose by Extension students; Deans of Faculties concerned with Extension courses; The University Librarian.

6.22. The following representatives of the community should also sit on the Commission: A representative of the Ministry of Education; (Teacher Training Division); A representative of the Ministry of Education (Adult Education and Literacy); A representative of the Confederation of Ethiopian Labor Unions; A representative of the Center for Entrepreneural Management; A representative of the Churches and Missions; A representative of the Mass Media Center; A representative of the Ministry of Agriculture (Agricultural Extension); One Provincial Extension Officer (nominated by the Provincial Extension Officers).

6.23. The Mission believes that each of these representatives has an important contribution to make in advising the Faculty Council on all matters relating to extension. In turn, the participation of community representatives will keep government departments and agencies concerned with extension activities, informed about what is being planned. Hence, a natural coordination and integration of plans will come about, something which the Mission found to be sadly lacking at present.

6.24. In all respects, the Academic Commission for Extension will act within the university administration in the same way as any other Academic Commission.

6.25. As soon as this new Extension Academic Commission is established, the present Extension Committee of the Faculty Council should be abolished.

R8. That the Faculty Council, on the recommendation of the Academic Commission, be empowered to invite from time to time representatives of other organizations concerned with Extension and Adult Education.

6.26. Once the Extension Academic Commission is established, it will be necessary to provide machinery for changes in the composition of the commission. It is recommended that the Faculty Council be given the authority to invite from time to time representatives of other organizations concerned with extension work. The Commission should advise the Council whenever changes in personnel are considered necessary.

R9. That a university Vice-President be appointed to be responsible for Extension and Community Services and such other matters as the President might determine.

(Ref. 5.58)

6.27. It is clear that if the amending legislation is passed there will be a great development in Extension work. Its activities will become more varied and widespread, the number and variety of the university's relationships with other agencies will increase, and the enrollment of students in extension programs will, in a relatively short time, exceed the enrollment on the resident campus. Furthermore, it is expected that complex media, logistical, space, personnel and financial matters will require an administrative channel to the highest authority. A new Vice President for Extension and Community Relations is essential if Extension is to achieve administrative efficiency.

6.28. This proposal is in accord with the recommendations of the Presidential Committee on Planning (p.36), and of the second report of the Advisory Committee (p.28).

R10. That the present Faculty Council legislation (July 1, 1968, pages 82-85) be rescinded and rewritten with respect to Extension, including definition, purpose, responsibilities, admission requirements, administrative responsibilities and such other matters as may be necessary to give effect to the proposals contained in this report.

6.29. It is not properly the responsibility of the Mission to provide draft legislation to HSI University for the accomplishment of this and other recommendations. Rather, legislation needed should be the responsibility of an expert drafting committee set up by HSI University itself. At the time these recommendations are implemented, the drafting committee will need to give special attention to legislation which carefully re-defines such things as:

(g) (i) Extension's purpose. The present clause emphasizes integration and identity of courses, whereas our proposals recommend an Extension Faculty which has full responsibility for developing courses, teaching, examining and recommending awards. (ref. 4.9;5.8;5.13; 5.23)

(ii) (1) Definition. To be clarified and expanded.

(2) Function. Most of this action is relevant, although the reference to correspondence education is unclear, and in conflict with other policy statements.

6.30. The Mission commends to the drafting committee, Proposal One of the Final Report of Task Force 13 (pages 24-26), as indicative of what is required in this legislation: " . . . . . the diploma, service, extra-mural and correspondence program of University Extension would become the central functions of the Extension program, and its mandate would be extended to cover the support of community development and rural transformation programs and it would be specifically empowered to establish regional Extension centers and programs in cooperation with regional colleges, secondary schools, T.T.I.'s and other programs of secondary and higher education."

(iii) (1) (2) (3) (4). To be amended, as necessary.

(iv) Admission requirements. A third clause will be necessary to provide that in other informal programs of extension not leading to an award, admission requirements will be determined by the Academic Commission. At the community level many programs would in fact have open entry in terms of academic qualifications.

(v) and (vi) Administration and Implementation. To be amended, as necessary.

R11. That a Steering Committee consisting of a Vice President, the Dean and Assistant Dean of Extension be appointed to implement the proposals outlined in this Report.

6.31. The Mission has given careful consideration to ways of organizing and administering the Extension Faculty to give maximum support to the proposed developments. Our suggestions and recommendations are not a blueprint, but rather, and hopefully, flexible guidelines in the process of increasing faculty responsibilities. Some of our proposals anticipate long range development before implementation is complete. As implementation continues, Extension will require additional academic and administrative staff to carry out its broadened, more comprehensive functions. New staff, therefore, will be phased in as required by actual needs, over a period of years of development. In the beginning, however, Extension staff positions presently authorized are assumed to continue into the period of reorganization and development.

6.32. One part of the faculty's organization must be concerned with the administration of student services: admissions, enrollments, records, fees, etc. (Ref. 5.50). At present there is a records officer, an administrative assistant, two cashiers and some clerical staff.

R12. It is recommended that the chief position in this unit be upgraded to Registrar of the Extension Faculty, with overall responsibility for this aspect of the Faculty's work.

(Ref. 3.48)

6.33. The Registrar is responsible to the Dean of Extension in providing the administration of student services. If Extension continues to be involved in the collection of fees, and the initiation of proposals for the outside funding of particular projects, then it will be advisable to have in addition to the Registrar a Business Manager in this section.

6.34. However, as indicated earlier there is need for careful scrutiny of some of the activities now carried out by this unit of Extension. For example:

R13. The question of what records should be kept in Extension and what should be kept in the Central University Registry should be faced.

(Ref. 3.49; 3.51)

R14. If fees are to be introduced for all university students, they should be paid to a central accounts office.

(Ref. 5.52)

R15. If a commercial bookstore is to be established, all students (including Extension) should purchase their books through this facility.

6.35. The present system of book purchasing requires extension to tie up hundreds of thousands of dollars that are vitally needed for programs. These aspects of administration in extension should be clarified immediately as a prelude to staff reorganization.

6.36. Although the organization diagram separates administrative services from academic (program development) services in actual practice administrative services will function closely with all other sections of the faculty, to make an integrated staff.

PART B: RECOMMENDATIONS CONCERNING EXTENSION FINANCING

R16. That the university review the policies which guide the financing of extension in order to develop as soon as possible a basis for finance that is equitable and congruent with national as well as university developmental needs.

(Ref. 3.39; 3.55; 3.56; 3.57; 3.58; 3.61; 3.62; 5.52)

R17. That all university students of whatever age, location, place of enrollment or method of learning, full or part time, be accorded the same trust and consideration regarding their needs and potential, and required to pay the same proportion of the cost of their education.

R18. That the university seek outside funds to finance special projects in extension just as it does in other university departments.

During the first few steps of implementation of the recommendations formulated by the Mission (see Part F; 6.70), once the appointments of an Extension Dean, Assistant Dean (Counselling) and Assistant Dean (Program Development) are made, program and budget for the development of Extension for the first year will be prepared for consideration by the Academic Commission. It is considered inadvisable at this stage to anticipate their thinking. However, the Mission has suggested a new Extension Faculty which should have its own budget. This will entail the channelling of university resources to a new demand. This will also make fresh demands on the Government. In any case, if our recommendations concerning fees are accepted, a remarkable change will come in university finances. This is a matter for university authorities to discuss with the Government.

PART C: RECOMMENDATIONS CONCERNING EXTENSION PROGRAM DEVELOPMENT

6.37. The essence of the Faculty's work is the development and teaching of appropriate educational programs.

R19. Extension program development must be seen as a first priority.

(Ref. 3.12; 3.37; 3.38; 3.40; 3.65; 5.8; 5.13; 5.17; 5.25; 5.26; 5.27; 5.56.)

R20. An Assistant Dean should be placed in charge of this work as early as possible.

R21. Ideally, the Assistant Dean for Program Development should be assisted by two Directors.

6.38. The Program Director would be in charge of all aspects of program development, e.g. the development of materials, the use of the mass media, the creation of learning resource materials (including libraries), the development of independent study methods (including correspondence, radio, programmed learning, cassettes, etc.) He would also be responsible for assisting staff in the understanding and use of these methods and materials (staff development).

6.39. The Research Director would be in charge of research, evaluation and planning. In consultation with the faculty and the Academic Commission, his research activities would fall into three areas; a) studies and surveys to ascertain the learning needs of adults in conjunction with national manpower and development needs; b) to plan suitable programs (in consultation with the Program Director) on the basis of market surveys; and c) to maintain a continuing evaluation of extension programs and their quality and effectiveness so that they can be amended, revised, expanded or rescinded as the evidence indicates. Along with the Program Director, he shares responsibility for staff training and development. Both Directors would work with the formal and informal kinds of program development. (Ref. 5.44)

Correspondence, Radio and TV

6.40. There has been a great deal of prior discussion at HSI University Extension concerning correspondence education, and the Mission is pleased to note that efforts are being made to implement previous approvals for this form of distance learning. The Mission believes that students should be able to initiate and continue formal degree and diploma studies or informal programs, wherever they may be in the Empire. Some will be close enough to provincial extension centers to participate in classes; others will be in isolated areas. But the correspondence material to be prepared and sent out must be supplemented by other learning resources - radio, television, library material and

journal articles, tapes and cassettes, programmed learning, exercises and assignments. Hence every lecturer who is involved in teaching students must work closely with the resource staff. Special appointments solely for correspondence teaching are not recommended. Correspondence and other forms of distance teaching must be part of an articulated program of instruction in which all Extension faculty take responsibility. To carry out this responsibility, faculty members and staff must be trained to function effectively in, and to learn to use effectively, all the media and technology essential. In the absence of a corps of trained personnel,

R22. It is recommended that Extension send at least two faculty-staff persons for training at some university recognized for its leadership in this area.

(Ref. 3.24; 3.65; 5.49)

6.41. An initial training of three to four months is necessary, after which the trainees should have the assistance of a specialist consultant for a period of two months during the inauguration of the program at HSI University Extension. While the program is being implemented, the faculty will also be trained by the new specialists.

6.42. In view of the anticipated need for radio time for extension instruction in the years ahead, and the severe time constraints of a national AM network,

R23. It is recommended that the University reopen with appropriate Ethiopian authorities the question of an FM network, which is capable of multiplexing for additional audio, and slow scan video channels, in the future as needed.

(Ref. 5.48)

R24. It is recommended that the University negotiate a cooperative agreement with the Mass Media Center for the production of radio (and eventually television) instructional units as part of the Extension program for distant learners, articulating correspondence, radio, class and other media formats as available and desirable.

(Ref. 3.24; 3.65; 5.47; 5.48; 5.49)

6.43. It is important that scarce resources be employed for multiple purposes to avoid setting up duplicate facilities and staffs, which because they are specialized, remain small and relatively undeveloped. Instead the needs of multiple users can be brought together to assure that facilities and staff (in media production, for example) can be strengthened and developed to a significant level for national impact. Another project which must be undertaken - and which could attract outside funding - concerns the development of multi-media systems of teaching especially intended for small community groups, in a largely illiterate rural population.

R25. The Mission recommends that the editing and production of print media materials be approached on a share-the-resources basis with presently existing duplicating/printing facilities.

6.44. In the planned correspondence-radio-articulated media instructional program, there will be heavy requirements for print media. It would conserve scarce resources to jointly negotiate for the expanion - to a high level of production efficiency - of a single print production unit, already in existence, rather than to create another.

R26. The Mission recommends the appointment of an Assistant Dean for Counselling at an early stage.

(Ref. 3.27; 3.29)

6.45. The Mission was impressed on many occasions of the need for a counsellor for extension students. Extension students need advice and guidance on course structure, how to study, personal and vocational problems. Many students who withdraw might persist in their education if they had proper counselling.

R27. It is recommended that E.U.S. be transferred to Extension.

(Ref. 5.32-5.43)

6.46. It is more appropriate to have the organization of this essential service within a Faculty where it can be developed as a social and educational outreach, administered and used to maximum advantage for national development. The E.U.S. will be part of the development of extension at the community level where the E.U.S. manpower will be invaluable in the integration and coordination of university, national and local resources. The present staff of E.U.S. should be transferred en bloc to Extension, and there are advantages in having the Counsellor (extension) closely associated with it.

R28. It is recommended that special attention be given to the development of Extension Centers, including high priority for the formation of local program advisory committees to generate discussion and identify needs, assist with pilot program testing, evaluation and feedback to Extension and HSI University. The Extension Center must also have strong links with the administration in the proposed Awaraga reforms.

(Ref. 3.33; 3.34; 3.41-3.45; 3.52-3.53; 5.46; 5.51)

6.47. High priority must be given to the development of Extension Centers throughout Ethiopia. This will require a great deal of careful planning. Extension at the community level is not something which will be academic, theoretical or above the understanding of or irrelevant to the needs of the community on the whole. As has been said, it must cater for a great variety

of needs at different levels. The needs of learner groups have to be ascertained, centers selected with care, officers appointed, classes and other learning programs established, learning resource materials developed and made accessible, and so on. Above all, the role of Extension in a provincial city and its relationship to other Extension programs and the community practicums must be clarified, and criteria developed to guide the establishment and growth of the centers. The Mission has made the development of centers a direct responsibility of the Dean. A further project requiring immediate study is the selection of sites for regional Extension centers, a determination of their function, how they should be organized, and criteria for their evaluation. Full and part-time staff for the Centers would be, in fact, staff of the Extension Faculty.

PART D: RECOMMENDATION CONCERNING THE TRAINING OF PERSONNEL

6.48. One of the important tasks of the Mission has been to investigate ways and means of training personnel for working in extension, whether on the HSI University campus, in centers, or in Ministerial or other agencies. Clearly, if Extension is to achieve its mission throughout the Empire, a variety of specialists trained in the development and implementation of programs will be necessary. The University Librarian, for example, should be asked to investigate and report on the most effective method of developing library facilities throughout Ethiopia, so that maximum benefit might be obtained from this essential facility for the benefit of Extension students and of the community generally. Further, there must be courses of study in Adult and Extension Education so that teachers, administrators and government officials understand and are skilled in application of its mission, philosophy, principles, purposes, and methodologies.

R29. The Mission recommends that a Department of Adult Education be established within the Faculty of Education, on similar lines as other Departments within that Faculty.

6.49. The first function of the department would be to provide courses of general interest on adult and extension education to students and other interested and qualified participants. Secondly, it would conduct research in the field of adult and extension education. Thirdly, it would provide courses of training for those involved in extension work. Fourthly, it would forge strong links with extension, providing mutual exchange of staff for particular courses, and activities. Fifthly, it would in time be linked with extension in the establishment of an Institute of Adult Education, an Institute of Public Administration and similar bodies. Eventually it is hoped that the department and extension jointly would create a program of internships for students who would benefit from "hands on" experiences in particular aspects of extension work.

R30. It is therefore recommended that extension be perceived not only as an agency for education and development, but also as a laboratory for the training of persons serving in a multitude of positions and relationships requiring programming, educational diffusion and communication, access and evaluation.

6.50. The Mission was asked to propose machinery whereby the needs of the adult community in Ethiopia might be ascertained. From the foregoing, it will be clear that the new proposals for the Extension Faculty will provide such machinery. The research and planning section of the Faculty will be a major instrument in determining adult learning needs and the marketability of courses. However, the Academic Commission will be the principle agency in identifying, reviewing, assessing and setting extension priority and policy for programs to meet needs. Here will be gathered, in one advisory board - the only such committee in Ethiopia - representatives of all institutions and agencies concerned with some aspect of the education of adults. There could be no more effective machinery.

PART E: GENERAL RECOMMENDATIONS FOR FUTURE DEVELOPMENT

6.51. In previous sections of this Report, the Mission has made a number of suggestions and thirty specific recommendations. But institution-building is on-going activity; indeed, if an institution is created successfully (that is, if the institution comes into existence and begins to carry out its mission with high impact on the society which created it) the creative dynamic for development is almost never-ending. On the other hand, institutions which lose creative vigor wither and die; or if death isn't outright, the institutions lose their relevancy to society, and no longer enjoy that status and gentle rain of subsidy which are the rewards of creative, relevant institutions. University Extension at HSI University is in process of re-creation. The suggestions and recommendations in this Report will hopefully help to accomplish that. But there is much to be done beyond re-creation itself, and this section will highlight a number of project that - if extension is successfully recreated - will undoubtedly be significant developments in the future.

Formal Education Programs

6.52. Formal programs are intended for upgrading and providing refresher and inservice courses for persons already in the middle range of skills and occupations. Many of these persons may have had a minimum of formal education, but they are now involved in practical activities in important social institutions both governmental and private.

6.53. While single, isolated courses might help such practitioners initially, it is probable that formal course programs for members of occupational groups will encourage participants to come together for their mutual interest and education - and they should be encouraged to do so. The development of Institutes of professional people planning for their own educational uplift must be seen as a desirable objective for Ethiopian society. In this regard extension must play an innovative role in initiating, assisting and nurturing these associations. Strong links could be forged between associations, extension and other relevant faculty of the university.

6.54. An Institute of Adult Education has been proposed to foster interest in this field and to provide sources of general interest.

6.55. An Institute of Teacher Education is essential to develop and coordinate programs for teachers at all levels.

6.56. An Institute of Government or Public Administration could spark a variety of urgent programs, from upgrading lower clerical officers, to public administration problems for persons at the Awrajah level. The training of census officers, for example, is an immediate problem, and training of officers in charge of fiscal matters is of vital concern to the government, as well as to persons already in such positions and seeking some avenue towards upward mobility.

6.57. Other possible specialized and practical learning agencies could be anticipated:

An Institute of Management
An Institute of Labor
An Institute of Technology
An Institute of Economics
An Institute of Farm Management
An Institute of Communications
An Institute of Law
An Institute of Justice

6.58. The common element in Institute-based programs for adults is that they are applied courses. They are practical courses for persons already experienced in the occupation. Ethiopian manpower needs require persons with high skills; extension can help in developing these resources for the country because of its access to expertise in the university or in other agencies. For example, an Institute of Applied Health would be concerned with training personnel (in cooperation with the Public Health College at Gondar and with the Medical Faculty), at various levels, in para-medical skills, sanitation, consumer health education, etc.

6.59. Each proposed Institute program would be considered by the Faculty concerned and by the Extension Academic Commission. Only in this way could policy and priorities be set and arrangements or a "packaged program" approved which might, for example, attract outside funding. Such programs would go through the processes of research, planning, program and materials development, pilot testing, production, operations, evaluation, and modification. Then the cycle begins again. Thus there is a continuing process of program development.

Informal Education Programs

6.60. Informal programs may be distinguished from formal programs by their concern with activities of general interst and value to the whole of the population; they follow a prepared plan of learning activities, but they do not necessarily culminate in a formal examination or the award of a certificate; there are no formal entry requirements except the genuine interest shown by application and participation; no fees (or only token fees) are charged because the populations to be reached would not, at this stage, be in a position to pay regular fees. Moreover, since the general good of society is sought, it is appropriate that the government itself pay the chief costs.

6.61. In other societies, such programs have developed in response to a demand by adults who see a need for cultural and educational activities so that they can live a fuller and more satisfying life. This may also occur in Ethiopia, but in general the informal education to be offered will in the beginning be initiated by the Extension Faculty with the approval of the Academic Commission.

6.62. The Mission suggests (below) several possible informal programs, but it does not wish to pre-judge the thinking of the Commission. It will be the responsibility of that body to determine the priority in which these - and other programs - might be offered, and in which areas of the country.

6.63. In the presentation of informal programs at the community level, the role of extension may be seen as (1) a coordinator of several programs already functioning, as in agriculture or health, or (2) an innovator or direct provider of the programs or (3) as supplementing the work of other agencies, as in literacy programs.

6.64. The following program areas are listed as suggestions only:

1) Family Development. Problems of coping with social changes and the new requirements of a society undergoing industrialization. Development of social competencies and obligations leading towards a meaningful life in a modern society.

Law, politics, government, cultural transition. On another level, teaching the basic coping skills needed by all members of the family to survive in a changing environment.

2) Consumer Education. How the person and the family can manage successfully in a money economy. Modern purchasing methods. Home budgets. Home science.

3) Ethiopian Cultural Life. Activities relating to arts, crafts, literature, music and the culture of Ethiopia.

4) Health Education. In coordination with existing programs - especially on personal and home health, hygiene, sanitation.

5) Parent Education. Bringing father and mother into the educational picture. What education is about and what it is doing for their children. How they can help their children learn. Role of the father and of the mother, and the changing role of each in the evolving society.

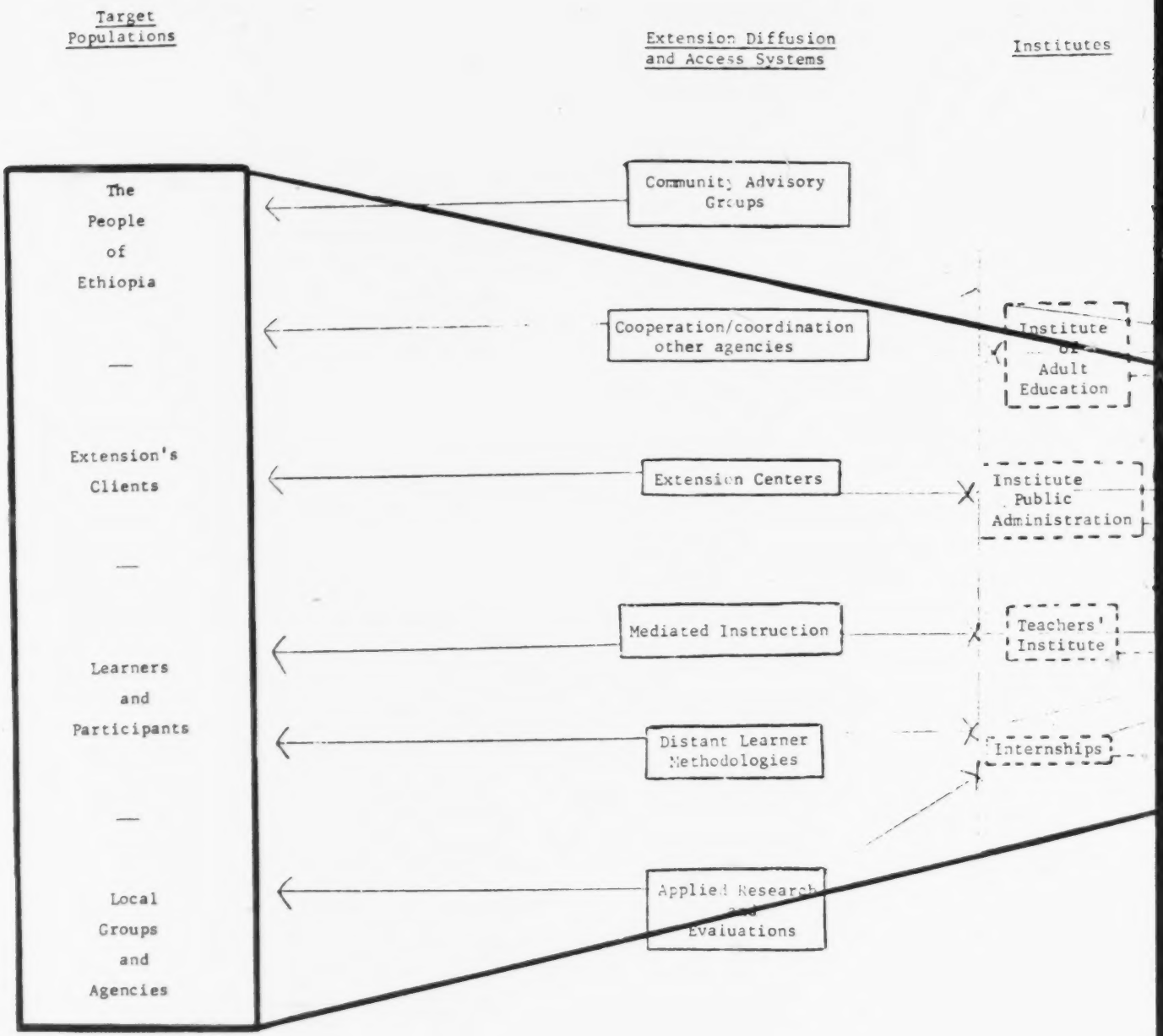
6) Farm Management. Agricultural and economic matters. Develop programs in conjunction with Agricultural Extension; management principles, economic aspects, capital investment, marketing, overhead costs, and similar topics.

7) Family Planning and Birth Control. In conjunction with other agencies, lectures, discussions and information on these and similar matters.

6.65. Informal programs require careful planning to meet the specific needs of the population served. The learning materials have to be carefully prepared at the level of understanding of the participants. It is essential that the whole range of available media be used, including films, radio, film strips, pictures, models, and so on.

6.66. Although the projects suggested have been classified for convenience into formal and informal education programs, the Mission believes that the distinction between the two must eventually disappear. A statement made (February 18, 1972) by His Excellency, Ato Million-Neqniq, Minister of State, Ministry of Fine Arts, aptly describes the relationship of the two: "We have now come to understand that education must embrace all those things which contribute to the development of human resources - a great responsibility, since human resources are the very key to the whole development process.

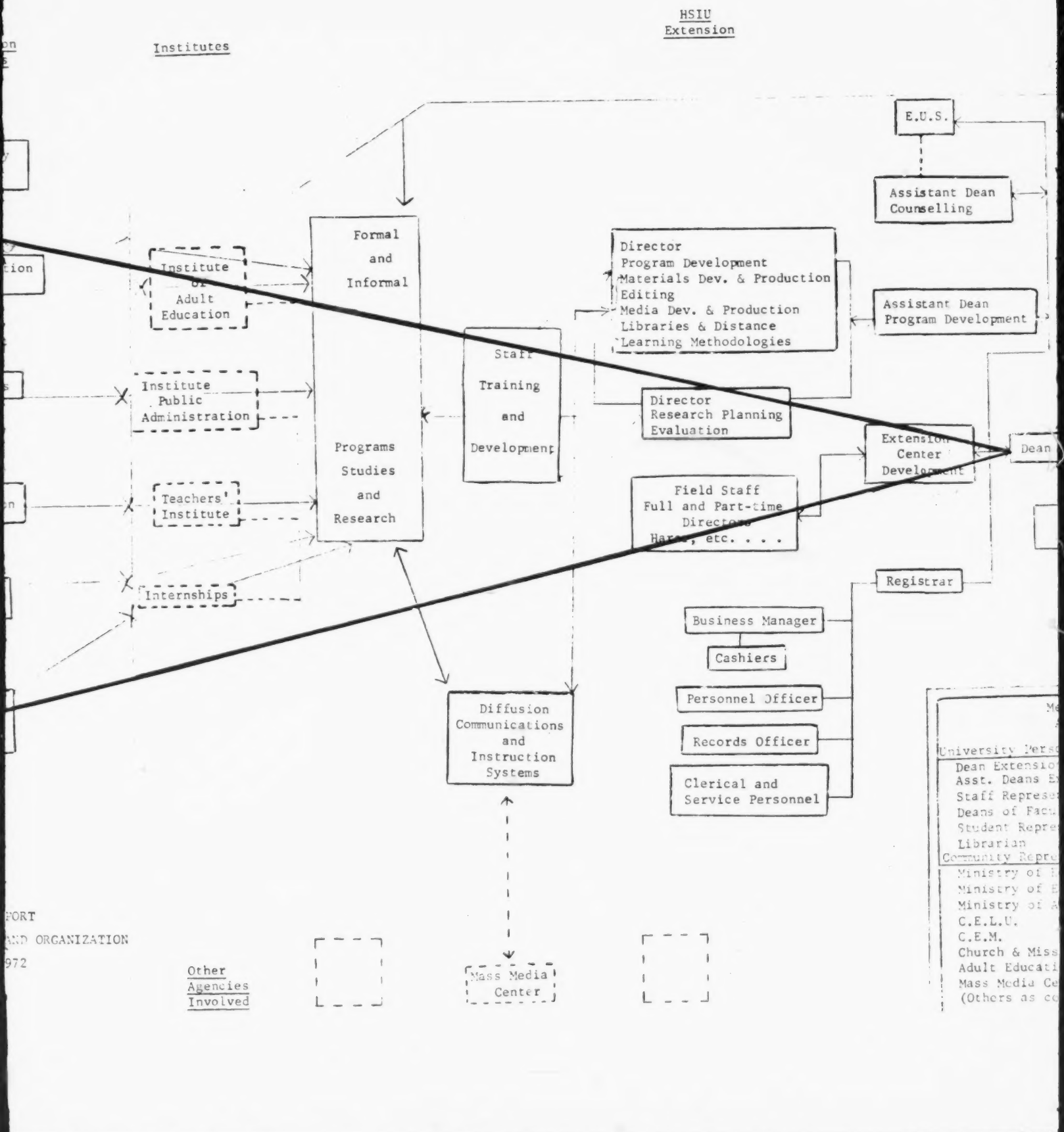
The two systems, so called, must move closer together in thought and action so that a division of labor within a common purpose is achieved. There must be a transfer of experience from the non-formal into the formal.



UNESCO TEAM REPORT

HSIU EXTENSION STRUCTURE AND ORGANIZATION

RECOMMENDED 1972



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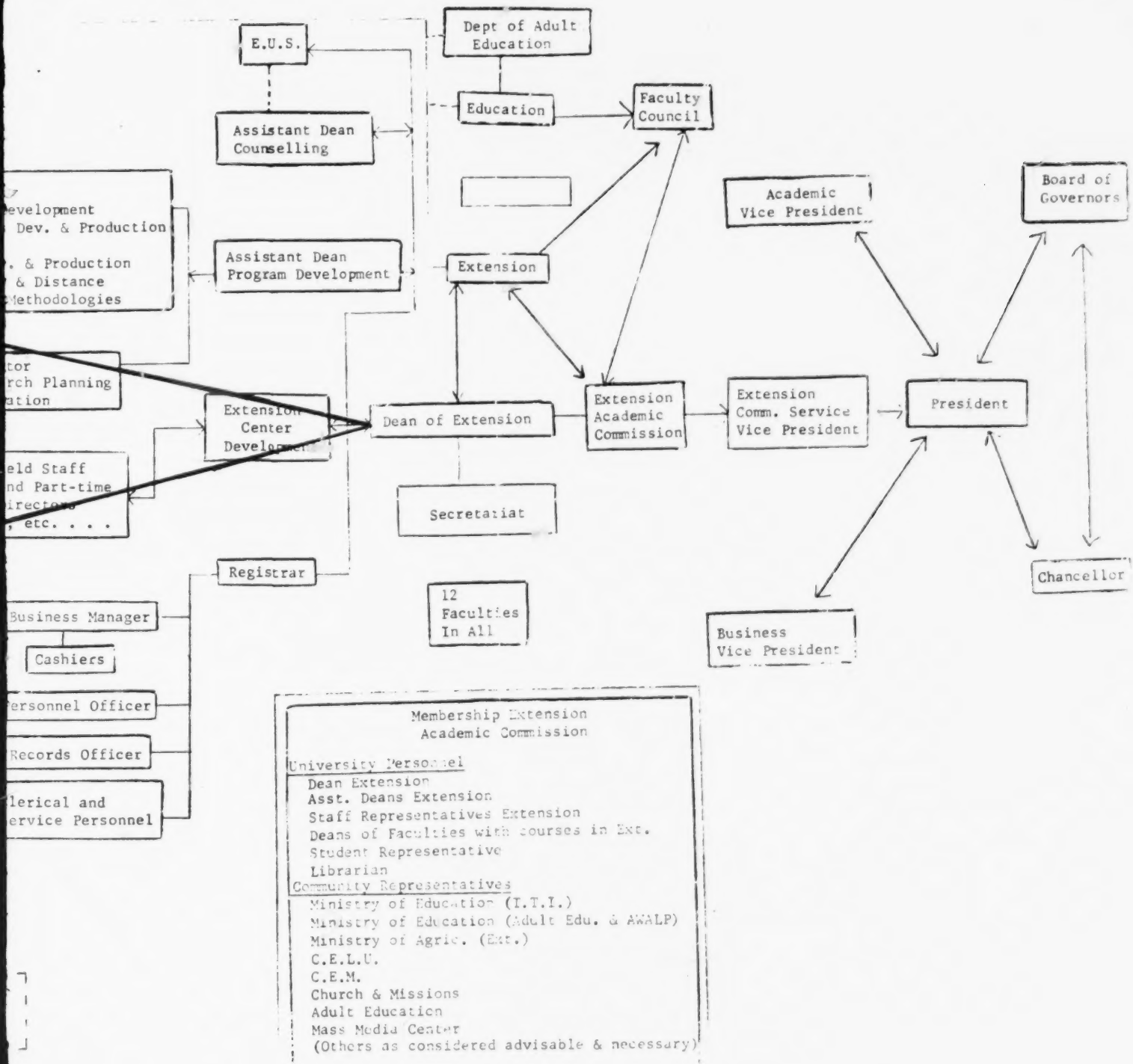

Membership Extension
Academic Commission

University Personnel

- Dean Extension
- Asst. Deans Extension
- Staff Representatives Extension
- Deans of Faculties with courses in Ext.
- Student Representative
- Librarian

Community Representatives

- Ministry of Education (I.T.I.)
- Ministry of Education (Adult Edu. & AWALP)
- Ministry of Agric. (Ext.)
- C.E.L.U.
- C.E.M.
- Church & Missions
- Adult Education
- Mass Media Center
- (Others as considered advisable & necessary)

The Education process - formal and non-formal - must be merged into the whole process of development, and within the education process new patterns of content and responsibility must be created."

6.67. The Mission urges those charged with the responsibility for implementing new projects to keep in mind that education must be seen as a comprehensive, continuing life-long process. The creation of artificial divisions - which eventually become barriers to learning - should be avoided. In its proposals for the organization of the Extension Faculty, and in the establishment of the Academic Commission, the Mission has attempted to suggest how this can be done.

6.68. An organizational chart is proposed herewith.

PART F: GENERAL RECOMMENDATIONS CONCERNING IMPLEMENTATION

6.69. The Mission recognizes that implementation of the proposals contained in this Report is not possible in a short period of time. Indeed, the proposals in some cases are long range and must be phased in, probably over several years. Nevertheless, the Mission hopes that there will be no undue delay in bringing these changes about.

Stages in Phasing-in Period

6.70. The Mission has already indicated that it believes a Steering Committee should be appointed to organize the various stages of the phasing-in period. Rough estimates of the time required in successive implementation phases are suggested below.

Stage 1 (about 3 months)

Consideration of, and debate on, the Report by the various groups of the university. Care will have to be exercised by the university administration and faculty to ensure that extension has a full voice in these debates, for at present extension has no faculty, and hence has no voice in faculty deliberations.

Stage 2 (about 3 months; complete six months after Mission Report is introduced.)

Preparation of legislation to amend Charter, establish the Extension Faculty, establish the Extension Academic Commission, and matters related thereto. Obtaining approval of these through the university administrative machinery.

Stage 3 (about 3 months; complete nine months after introduction of Report.)

Appointment of Extension Dean, Assistant Dean (counselling), and Assistant Dean (Program Development). Appointment of Academic Commission.

Stage 4 (about 3 months; complete one year after introduction of Report.)

Preparation of plans for first year's program. Consideration of plans and budget by Academic Commission. Preparation of first plans for development of regional centers. Transfer to extension of E.U.S.

Stage 5 (years 2, 3, 4, 5 following the introduction of Report.)

Reorganization for continuing development. Reorganization of present teaching staff in Extension. Recommendations for appointment of full time staff. Reorganization of administrative services. Development of new courses in extension and modification of existing degree and diploma programs. Gradual phasing out of present courses. Development of articulated media instructional system for distant learners, (correspondence, radio, etc.); continuing development of departments, institutes and special programs.

CHAPTER 7. FURTHER PROBLEMS FOR STUDY AND RESEARCH; CONCLUDING REMARKS

7.1. In the foregoing chapters, the Mission has tried to express its views on the present working of the Extension Division of HSI University and on an innovative concept of Extension in the context of the overall needs that could be met (compare Chapter 5), if Extension were really to respond to the original mission of the university itself as indicated in various official documents on the subject. The Mission has also formulated a variety of recommendations on diverse aspects of the problems involved which may be considered for implementation by those concerned. The Mission is of the opinion that a great opportunity unfolds itself at the present juncture for the HSI University to relate its work to the needs of Ethiopian society. Here reference is made to the exercise which was set in motion by the Education Sector Review, and a general concern on the part of the Imperial Ethiopian Government to evaluate their present status in preparation for the future, notably for the purposes of the Draft four-five Year Plan, and for the project proposals within the framework of "country programming" which are scheduled to be submitted to the Governing Council of the United Nations Development Programme in January, 1974.

7.2. The present period may well coincide with other proposals for development assistance from United Nations Agencies (notably the World Bank, Unesco, ILO, FAO, WHO, UNIDO, WMO, UNICEF) as well as from bilateral or private sources. The authorities of HSI University may wish consequently to envision the present evaluation and possible expansion of university extension, including a greater effectiveness of the Ethiopian University Service within Extension, from a broad perspective of the university as a point of radiation of intellectual enlightenment and warmth for the entire Empire.

Problem 1. - Integration of Recommendations with Education Sector Review

7.3. The views of the Mission are submitted so as to facilitate within the university a renewed examination of the relations between it and Extension on the one hand and between the university authorities and national agencies on the other. Consequently, the first problem for study and research for the follow up of the present report may relate to the implementation of conclusions and recommendations of the Education Sector Review, as concerns the total development of higher education within the Empire(1), the responsiveness of higher education and the role of the HSI University Extension (2), the proposal to establish a national commission on higher education (3), and above all the non formal education programmes (4), which could be integrated with the development of Extension at the University for the mutual benefit of the university and society generally.

Problem 2. - An Integrated Program for Human Resource Development

7.4. Assuming that the conclusions and recommendations of the Education Sector Review will be considered favourably, and that the proposals for the reorientation of university Extension will receive a similar favour within the University, the second problem for study and research will concern the implementation of the Mission's recommendations. The recommendations and their implementation should be seen in relation to the proposals for an integrated approach at the administrative level, for investment in human resource development in Ethiopia as proposed by the Inter-Ministerial Steering Committee (5).

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(1) Draft Report of the Education Sector Review, Part B, pages IV, 14-20.

(2) ibid, pages 20-21.

(3) ibid Part D, pages IV, 19-23

(4) ibid Part C, pages IV, 24-31

(5) cf. Interim Project Proposals for IDA 3rd Education Loan Programme, Addis Ababa, May 1972.

The Mission was seized of the Local Self Administration Order No.43 of 1966 (1). This Order elaborates the basic provisions for Awaraja Local Self Government for central Government supervision and control and the implementation and transitory provisions.

7.5. The Mission considers that the integrated program for investment in human resource development can provide HSI University Extension with a valid basis for operation, and enable it to reach the community off-campus. The main elements of the project consist in the development of (broadly conceived) basic education facilities, related teacher training facilities and certain supporting institutions, namely an educational materials production center, science training centers, an educational mass media program and support for selected HSI University faculties. The focus of the project is upon more rapid spread of education opportunity throughout the rural areas of the Empire, with form and content directly related to the economic environment. The project incorporates a program of coordination at the local level among personnel from the various development agencies in Ethiopia. The new framework for proposed action incorporates the following principles:

a) the establishment of the Awaraja (sub-province) as the main delivery point as well as the frame for the administration of the integrated program;

b) the maximum utilisation of all existing points of delivery (schools, churches, community development centers, agricultural package programs, health centers, and stations, etc) within the Awaraja for the human resource development system;

c) future multiplication of the delivery points based on local planning and financing through an Awaraja Administrator, his Development Council and his team of technical personnel;

d) the forging of a strong link between the development of economic resources and the development of human resources so that the patterns of general education and specific skills reflect actual needs;

e) the creation of a development team at Awaraja level and the use of multi-purpose agents at village level to achieve the necessary integration of programs;

f) within the total framework for action, high priority and significant resources will be devoted to the 10-44 age group, which comprises most of the economically active population in rural areas.

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(1) Published in the Negarit Gazeta, 25th year, No.9B, Addis Ababa, dated 14 March 1966.

7.6. The three objectives emphasized in this project are as follows:

The first is to establish an approach to education and training which would not only offer a basic education package to the largest number of people in the shortest possible time, but would also lead to a structure of services which will make a reality of the concept of "life-long education" rather than perpetuate a narrowly based system for the few. The second is to blur the distinctions between what have been known as "formal" and "non-formal" education through the production of new types of personnel who will have general functions in providing processes for those who will use the system. The third is to place the total structure of human resource development (including the elements described above, for which the Ministry of Education is primarily responsible, as well as the important elements contributed by other Ministries and Agencies), firmly within an integrated package of services and programs for rural development.

7.7. The project area proposed is the Awaraja. It is noted that the development ministries and agencies have operated largely within a vertical system of administration. It is precisely to introduce important elements of horizontal organization that the reform of local Government is proposed, incorporating (i) a framework for integrated planning and implementation under an Awaraja Administrator assisted by an elected Awaraja Council, and (ii) a mechanism for inter-ministerial consultation in the proposed Board of Coordination within the Central Government. These new arrangements will encourage the maximum exercise of local initiative within the general framework of national plans. The proposals, including the implementation program phased over 4 years from 1972-1973 (1965 E.C.), have been approved by the Council of Ministers and now await the promulgation of an Official Order.

Problem 3. - Financial Implications

7.8. Once the policy decision on the future of Extension within the HSI University is made in the light of the study and research as proposed above, necessarily the University will be required to devote its attention to the third problem of studying and preparing the financial implications of the Mission's recommendations in terms of an autonomous Faculty for Extension, with a de-centralized administrative structure, academic organization, personnel needs and physical and other facilities required. Unfortunately, the Mission could not undertake this study during its short stay in Ethiopia, but it feels confident that with the reorientation and the phased expansion of Extension proposed in the report, the competent authorities can conveniently tackle this problem. It is regretted that the HSI University did not consider it advisable to visualize the expanding vital role of Extension while formulating its proposals for assistance from the IDA Third Educational Loan Program, and proposed some physical facility needs for Extension within their proposals for the new social science building. The Mission feels that the IDA

'Educational Loan Program could be one of the major sources of finance for University extension needs if Extension is related, as recommended, to human resource development in Ethiopia.

Problem 4. - Space Needs

7.9. As far as physical space needs are concerned, the Extension Division, as at present structured and programmed, disposes of the following office space in the main classroom building: one office for the Dean, the Assistant Dean, the Dean's Secretary, one record office, one cash office and book store, one office for the Administrative Assistant and two clerks, and a small office for the office messenger. In addition, the Extension Division disposes of, in a building physically removed from the main classroom building, four rooms, two of which are utilized for the correspondence unit, one for storage space and the fourth for secretarial staff. Two offices are also available in the engineering section of the extension program. As far as classroom space is concerned, the Extension uses the same classroom space as is available to the day faculties, with some limitations in some of the buildings. On the main campus, 35 classrooms are available which include a lecture room with a seating capacity for 220 students, and four rooms with a seating capacity of 110 students each, and the rest can accommodate 25 to 60 students each. In addition, two small roomssat the School of Social Work, four in the Law School, and ten at the Arat Kilo Campus are also available. At the Engineering campus one drawing room and 15 lecture rooms are used. In the Extension centers outside Addis Ababa, school facilities are used except in Harar where two rooms are rented for library and office purposes. These are not ideal, but are the best available. The immediate need in these centers is for office and library space.

7.10. Even if the Extension Division continues to develop in its present shape, it is obvious that the space available is going to be inadequate. In the long term, however, a major building complex for Extension will be essential at Addis Ababa and other space allocations will be required as stated below:

a) Addis Ababa - (i) Adequate office space to accommodate the five to six additional persons that will be hired. (ii) A secretarial services office to seat up to 10 secretaries and typing clerks. (iii) A record office with a floor area of at least 40 sq.m. (8 x 5). (iv) About 3-5 offices in the Engineering campus (one office which ought to be large enough to house student records for immediate reference there).

b) Asmara - An Extension Center to house a small library reading room combination, about 3 office rooms and a lounge where Extension students can meet. It might also be desirable to have a few rooms where seminars and classes could be held. However, use of secondary schools for regular classes could be continued for some time.

c) Harar - The Center's needs are the same as in Asmara: 3 offices, a library-reading room combination, and some rooms where students could meet.

d) Space will also be required, if the planned centers in three or four other places are developed: locations like Awasa, Mekele, Dessie and Gondar are being considered.

The systematic study of space needs corresponding to the innovative concept of extension developed by the Mission will consequently represent the fourth problem for study and research in the future.

Problem 5. - Curriculum Research and Development

7.11. Together with the identification of space needs, the University will be required as a fifth problem to study in detail the structure, personnel and equipment for a curriculum research and development unit for Extension. This unit will be involved with empirical research of effectiveness of teaching methods, production of curriculum programmes and materials including utilization of mediated instructional communication. This unit will also do research on the ways and means of collaboration between extension and the mass communication center as well as with the Pedagogical Academy at Bahr Dar. This research unit should also concentrate its studies and efforts at minimizing unit costs so that small dispersed units of operation are replaced by a large concentration of operational units. Finally, continuing evaluation of research and review of extension will also be among the attributions of this unit for which conceptual and financial details should also be elaborated.

Problem 6. - Legislative Provisions

7.12. Last, the sixth problem for the authorities in Ethiopia will be to undertake a study on the legal aspects implied by the recommendations of the Mission so as to enable the HSI University to concretise the concept developed in terms of legislative provisions figuring in the University Charter and other appropriate juridical and legislative texts.

CONCLUDING REMARKS

7.13. Developing countries need not be slavish in following institutional models derived from other countries, other cultures, other "experts". The true value of a concept and model (such as proposed in this Report) is its availability

for study and consideration, enabling a country's leaders in institution building to test them, intellectually and experientially, against the more certain knowledge of the country, its aspirations and resources which they possess. To be sure, this is a test to some extent in the abstract, yet it is an abstract which is backed up by two considerations of great value: 1) the country's leaders have a wealth of indigenous knowledge and experience which can be found nowhere else, and 2) the leaders are those who must live through, with their countrymen, the consequences of action or inaction regarding the concept and model proposed.

7.14. The concept of extension for a developing country proposed in this Report (and the model for the implementation of the concept) might well flower best in a developing country. The Mission, however, believes that the concept is equally relevant to countries assumed to be more developed. The new countries of the world have recently made their break with the past, with tradition; they have an urgent need to build institutions which are relevant and germane to their needs in the new society in which all nations, young and old, participate. The older, more developed nations, made their break with the past and tradition in earlier times when society was quite different from that which we observe today, when aspirations were different, and when national and cultural distinctions were more rigid.

7.15. What this means is that no older, more developed country has passed through the same experiences (because the time-scale and social contexts were different) now endured by the new countries. For this reason, concepts and models from older countries must be viewed with a healthy scepticism, must be tested against the new country's realities before the point of action or inaction.

7.16. The Mission has attempted, from its knowledge of extension elsewhere in the world, to suggest a new, more mature concept of extension for a developing country - Ethiopia. We do this with hope and misgivings; hope, that together with our Ethiopian colleagues we have formulated a social invention which will have, in concept at least, general value throughout the world for new and old countries; misgivings, because we are well aware that our larger knowledge of extension elsewhere may have trapped us into misreading our lesser knowledge of the Ethiopian people, their needs, aspirations and resources, and their dedication to and dependence upon developmental education via extension.

7.17. The concept of extension proposed here is a bold one; it breaks with the tradition in more established countries. Yet it is also a development and a maturing of those older models found elsewhere. Extension is perceived here as a continually innovating and pioneering agency, an integral part of the university, with each part strengthening and renewing the other in service to the

nation. As an innovating agency, some of the programs tried will not succeed, but as much or more will be learned from failure as from success. As a risk-taking agency, extension must be willing (the other side of the coin) to yield up to other agencies, when there are other agencies ready to accept them, programs which it has pioneered. If this can be done, extension will continue its role in education for development, always in the fore-front of meeting needs, never paralysed into inactivity by the rigidities of tradition.

APPENDIX I

LIST OF PERSONALITIES MET AND INSTITUTIONS VISITED

1. Imperial Ethiopian Government, Ministry of Education
   - H.E. Ato Million Neqniq, Minister of State, Ministry of Education
   - H.E. Ato Paulos Asrat, Vice Minister, Department of Instruction
   - Dr. Abebe Ambatchew, Permanent Secretary, Director, Education Sector Review, and Secretary General, National Commission for UNESCO
   - Woizero Tekea Zere, Deputy Secretary General, National Commission for UNESCO
   - Ato Neway Wolde Tsadik, Director General, Adult Education and Literacy Division
   - Ato Getachew Mekuria, Director General, Teacher Training Division
   - Mr. Alexander H. Ter Weele, Executive Secretary, Education Sector Review
   - Woizero Rahel Mekuria, Acting Head, Mass Media Center, Addis Ababa
   - Ato Gebrehiwot Neberay, Perrinial Education Officer, Eritrea, Department of Education, Asmara
   - Ato Getahun Metaferia, Perrinial Education Officer, Hararge, Department Head of Education, Harar.

2. Imperial Ethiopian Government, Ministry of Interior
   - H.E. Dr. Bereket-Ab H. Sellassie, Vice Minister
   - Ato Alfred Shafi, Governor of Dire Dawa, Issa and Gurgura

3. Imperial Ethiopian Government, Ministry of Agriculture
   - Dr. Tsegga Amlak Worku, Director General, Education, Training and Information Division.

4. Imperial Ethiopian Government Ministry of National Community Development and Social Affairs
   - H.E. Ato Abera Moltotal, Vice Minister

5. Haile Sellassie I University
   - Dr. Aklilu Habte, President
   - Dr. Mulugeta Wodajo, Academic Vice President
   - Dr. Fassil G. Kiros, Vice President for Development
   - Dr. Frank H. Bowles, University Planning Officer and Special Advisor to the President
   - Ato Akalou Wolde Michael, Associate Academic Vice President
   - Ato Abraham Besrat, Associate Academic Vice President

- Ato Solomon Gebre Christos, Assistant Librarian, HSI University Library
- Dr. Solomon Inquai, Dean, University Extension
- Ato Abebe Chidey, Assistant Dean, University Extension
- Dr. Taye Bullilat, Dean, Faculty of Arts
- Ato Lakew Mulat, Dean, Faculty of Education
- Dr. Germa Amare, Associate Professor, Faculty of Education
- Ato Seyoum G. Sellassie, Dean, School of Social Work and Director, The Ethiopian University Service
- Dr. George Knzecrunowicz, Acting Dean, Faculty of Law
- Ato Taffere Mogus, Acting Assistant Dean, College of Business Administration
- Dr. Melake Haile Mengesha, Dean, College of Agriculture, Alemaya
- Dr. Lakew Birke, Head Department of Agriculture, Economics and Business College of Agriculture, Alemaya
- Ato Aklilu Askabe, Agricultural Research Substation, Debre Zeit

HAILE SELLASSIE I UNIVERSITY EXTENSION DIVISION CENTERS:

1. Debre Zeit

- Lt. Col. Tsegaye Meshesha, Commander HSI Airforce Academy, Imperial Ethiopian Government Airforce Training Center

2. Asmara

- Ato Messele Mitiku, Director, Asmara Extension Center and Director of the Secondary School
- Ato Denkeneh Amosha, Secretary, Extension
- Ato Kifle Bergeno, Instructor, Amharic
- Ato Haile Mariam Ogbelolet, Business Administration
- Ato Teklehaimanot Haile Sellassie, Ethiopian Geography
- Ato Taffesse Asfaw, Human Growth and Development
- Ato Mebratu Negusse, Accounting
- Mr. David Jones, Cost Accounting
- Mr. Daniel Warfel, Accounting
- Ato Yassin Aberra, Economics
- Ato Medhanie Joseph, Political Science and Public Administration

3. Harar

- Dr. Lekew Birke, Director, Harar Extension Center
- Ato Getahun Worku, Curriculum
- Ato Geremew Getahun, Freshmen, English and English Method
- Mr. K. Venugopal, Method of Teaching

6. HSI Military Academy, Harar

   - Major Demissie, Director, Military Training

7. The Ethiopian Orthodox Church

   - Ato Getaneh Bogale, Director, Development Commission

8. Ethiopian Airlines

   - Ato Teklemariam Tedla, Director, Manpower Development
   - Ato Hagos Legesse, Assistant General Manager, Marketing

9. Telecommunication Training Institute, Addis Ababa

   - Ato Seyoum Negussie, Training Branch Chief
   - Ato Abiye Tsege, Training Officer

10. Confederation of Ethiopian Labor Unions (CELU)

    - Ato Mesfin Gebre Michael, Assistant Secretary General and Director, Education Department

11. President, Hararge Branch, Teachers Association of Ethiopia, Harar

    - Ato Aberra W. Kiros

12. UNESCO Mission

    - Mr. Eric Armerding, UNESCO Representative to ECA and OAU

13. UNESCO Work-Oriented Adult Literacy Project

    - Ato Mergia Gobena, Educational Director
    - Dr. G.S. Vidyarthy, Chief Technical Advisor

APPENDIX II

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